

DOCUMENT RESUME

ED 147 492

CE 013 374

AUTHOR Cooper, Dorothy B.
 TITLE The Child-Care Teacher Aide--A Guide for Teachers.
 INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
 SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
 PUB DATE Oct 77
 NOTE 223p.; A six-page babysitting guide was removed due to copyright
 AVAILABLE FROM New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.50 plus postage)
 EDRS PRICE MF-\$0.83 HC-\$11.37 Plus Postage.
 DESCRIPTORS Adult Education; Behavioral Objectives; *Child Care; Child Care Occupations; *Child Care Workers; Child Development; Curriculum Design; Curriculum Development; Curriculum Guides; Curriculum Planning; Instructional Materials; Learning Activities; Nursery Schools; Post Secondary Education; Program Development; Program Guides; Senior High Schools; *Teacher Aides; Vocational Education

ABSTRACT

Adaptable to individual student needs and the community, this basic curriculum guide is designed for use in initiating and teaching a high school or adult two-year child-care teacher-aide program in vocational education. Four levels of occupations are covered--babysitter, nursery school facilities aide, nursery school teacher aide, and assistant group teacher--with the first three levels being covered in the first year's work, and the fourth level in the second year's work. As emphasis of the curriculum is on actual experience with children rather than on theoretical concepts, the existence of a part-time preschool to serve as a laboratory is suggested, with students participating in the preschool activities in a limited way the first year, and extensively the second. Forty-two study units are presented, each including objectives, student responsibilities, teaching suggestions, and references. The remainder of the guide (100 pages) provides supplementary and sample handout materials, e.g., New Jersey state standards for approval of child care centers, ten representative half-day and full-day child care schedules, cooking recipes for preschool and kindergarten, parent handbook, and various forms.

(BL)

ED147492

State of New Jersey
Department of Education
Division of Vocational Education

THE CHILD-CARE TEACHER AIDE --A GUIDE FOR TEACHERS

Dorothy B. Cooper, Instructor

Dr. Neil B. Perkins, Superintendent
Bergen County Vocational-Technical Schools
Hackensack, New Jersey

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Vocational Technical
Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Philip L. Edgecomb

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS."

October 1977

CE 013 374

NEW JERSEY DEPARTMENT OF EDUCATION

FRED G. BURKE, COMMISSIONER

RALPH H. LATAILLE, DEPUTY COMMISSIONER

DIVISION OF VOCATIONAL EDUCATION

WILLIAM WENZEL, ASSISTANT COMMISSIONER

JOHN E. RADVANY, DEPUTY ASSISTANT COMMISSIONER

HAROLD R. SELTZER, DEPUTY ASSISTANT COMMISSIONER (Acting)

JOSEPH F. KELLY, DIRECTOR,

BUREAU OF OCCUPATIONAL AND CAREER RESEARCH DEVELOPMENT

FREDERICK L. CAPPELLO, DIRECTOR,

VOCATIONAL CURRICULUM AND MEDIA DEVELOPMENT

RUTGERS - THE STATE UNIVERSITY

PHILIP L. EDGECOMB, DIRECTOR (Acting),

NEW JERSEY VOCATIONAL-TECHNICAL

CURRICULUM LABORATORY

RUTGERS - THE STATE UNIVERSITY

BUILDING 4103 - KILMER CAMPUS

NEW BRUNSWICK, NEW JERSEY

TABLE OF CONTENTS

	Page
Introduction	i
Career Opportunities for Child-Care Teacher Aides	iii
Abstract of Course	1
Rationale of the Program	1
Suggestions for Teaching	2
Qualifications of the Child-Care-Aide Teacher	4
Methods of Instruction	5
Description and Organization of the Preschool Laboratory	5
Basic Furniture for the Preschool Laboratory	8
Basic Equipment and Supplies for 25 Preschoolers	9
Overview of Course of Study	14
Job Description	15
Student Responsibilities at Four Levels of Competency	16
Student Evaluation Techniques	20
Course Outline	21
Course Units	22
Handouts	64
Bibliography	160

INTRODUCTION

The purpose of this project is to serve as a basic guide for teachers working at the high school and adult levels who teach a child-care teacher-aide program in vocational education. It is hoped that this guide will provide the necessary information for initiating a child-care teacher-aide program, as well as motivating teachers of presently operating programs to reevaluate their programs in the various occupations in child-care service.

Four levels of occupations are included in this manual:

- Babysitter
- Nursery-School-Facilities Aide
- Nursery-School Teacher Aide
- Assistant Group Teacher

The first three levels are covered in the first year's work, and the fourth in the second year's work.

This guide assumes the existence of a part-time preschool to serve as a laboratory for the students. During their first year the students will participate in the preschool activities in a limited way, but during their second year these activities will occupy a large portion of their schoolday. Accordingly there is considerably less classwork outlined for second-year students.

The major emphasis throughout the course is on actual experiences doing things with and for the children rather than on theoretical concepts. This approach has worked well in the course as presently taught, and the author recommends that it be followed. This is not to imply that knowledge of child behavior is ignored, but rather made subordinate to the acquisition of job skills.

This course can and should be adapted to meet the needs of specific students. It is hoped that a teacher using this guide will individualize the program to meet the needs of each student and of the community. Each student would advance at her/his own pace, accomplishing job tasks and moving toward a higher competence level.

A built-in "success" experience is considered necessary in helping the vocational student gain self-confidence for work with the preschool child. Many vocational students have not experienced success in a school environment, and this lack of success will sometimes be projected as negativism. A concentrated and obvious "success" campaign, if sincerely presented by a teacher, can overcome this attitude. The teacher should consciously provide a built-in "success" experience in each unit.

Some of the experiences in which the teenagers are virtually certain to achieve full success are: preparing a "Me" book, role-playing the children's activities, reading at the children's level, performing art activities designed to develop motor skills in the preschoolers, and so on. Experience has shown us that, despite the great difference in age between the teenagers and their charges, these successful experiences do add to the teenagers' feelings of competence and expectations of success as a teacher aide.

Unit 2 provides the opportunity for the teacher to go into attitudes and self-image, and begin to develop success feelings in the students.

Because the principles learned in class must be reinforced by actually working with the preschoolers, it is important that each student get an opportunity to work with them in each type of activity. This implies that every unit that involves laboratory experiences must be considered "unfinished business" until each student has had a chance to actually experience the activity in the playschool.

The making and using of videotapes is a very helpful way of supplementing the teaching, and has been stressed throughout this guide.

Field trips and invitations to outside speakers will in many cases have to be arranged for dates after a unit is finished, and here again it will be necessary to come back to a unit for review and further development.

The teacher is urged to develop this guide further — it should be viewed as a beginning foundation only.

Career Opportunities for Child-Care Teacher Aides

Many and varied career opportunities are afforded the student preparing for the vocation of a child-care teacher aide. The following list is not comprehensive but should motivate discussion of other possible career opportunities available to the student seeking employment.

- Professional babysitting services
- Child care in the home
- Nursery schools, private and public
- Day-care or child-care centers: full day
- Co-ops (parent cooperatives)
- Church-sponsored preschools: one hour or all day
- Head Start programs
- Schools for exceptional children
- Hospital schools (located within hospitals)
- Laboratory preschool programs in high schools, colleges, and universities
- Pediatric-ward aides in hospitals
- Infant's and children's departments in retail stores (clothing, furniture)
- Children's recreation programs
- Public school systems
- Children's theater
- Children's art, music, and dance studios
- Parochial schools
- Girl Scouting and Boy Scouting
- YWCA and YMCA
- Girls clubs and boys clubs
- Camp counselors
- Federal youth programs
- Motels and hotels with child-care services
- Children's party management and entertainment
- Adoptive service centers
- State training schools
- Child-abuse centers
- Youth and family services centers

Abstract of Course

A student taking this course should be able to understand the basic techniques of child care. As well as preparing them for a career, the material should help in their own future personal lives as parents.

1. Nature and scope of the course

The course should make the students aware of the importance of children's having proper care in our society, given by qualified adults. It is the purpose of this course to qualify the students for employment entry as a preschool or nursery-school aide and/or as a worker in any early-childhood-related occupation. This task will be accomplished by developing in each student understandings and skills needed in working with young children. The laboratory school will provide on-the-job training, which aspect has been neglected in many a child-care-aide training program. The emphasis on the use of videotapes as an instructional and evaluation technique will provide students with continued reinforced learning experiences and instant self-evaluation. Each unit contains built-in "success" experiences to help high school students develop positive self-images.

2. Grade placement

The course is offered to grades 10 to 12 as part of a regular high school curriculum in a vocational school. The course also would be feasible at the adult education level.

3. Prerequisites—interest in working with children.

4. Length of course

This guide is suggested for use in a two-year program. Each year would include approximately 500 hours. At the adult level a condensed, one-year program could be given.

Rationale of the Program

The child-care-aide program should be child-centered and activity-oriented, with built-in "success" experiences. The vocational shop should be a laboratory providing first-hand experiences in democratic living, emphasizing that with each human right there is an accompanying responsibility. Each student needs to develop an ability to think

independently and creatively, and acquire desirable values and character traits. Recognizing that each student is different physically, mentally, emotionally, and socially, the program must provide opportunities for each student's optimum growth in the vocational shop.

The following factors in learning should be considered:

1. A person's knowledge grows through many and varied concrete experiences and feelings.
2. Opportunities for self-expression, good personal relationships, and guidance all lead to effective learning.
3. The teacher serves as the model for the values she/he wishes to impart.
4. The learning environment must foster a positive self-concept in the individual.
5. *A student who feels successful in the everyday learnings in the classroom will be successful on the job.*

Suggestions for Teaching

The subject-matter unit should be the basis of teaching this course. Each unit contains the following components:

1. Subject
2. Objectives
3. Student responsibilities to be carried out
4. Teaching suggestions, including built-in "success" experiences
5. References

The course units may be used in a small-group approach or for an individual student going at her/his own rate.

If the plan of teaching is an individual approach, the following do's and don'ts should be considered.

DO'S

GOALS:

- Encourage individual goals.
- Remove ceilings from learning for the brighter students.
- Insure success for all.
- Encourage individual interests.
- Foster creativity in all students.
- Diagnose individual needs.
- Pin down unique ability differences.

METHODS:

- Give individual assignments.
- Let students talk.
- Form interest groups.
- Form invitational groups.
- Form ephemeral needs groups.
- Provide many work centers.
- Schedule individual work periods.
- Teach by the unit method.
- Allow for individual learning styles.
- Give intellectual crutches as needed.
- Let the able take shortcuts.

MATERIALS:

- Prepare individual student packets.
- Allow self-selection of materials.
- Encourage library use.
- Welcome materials from home.

EVALUATION:

- Have individual conferences.
- Throw away the red pencil.
- Set flexible time goals.
- Transgress grade-level allocations.
- Test individually or in small groups.
- Keep individual records of needs, interests, and gains.
- Allow individual learning styles.

DON'TS

- Set one goal for all.
- Have the brighter students mark time.

- Demand unattainable goals for some.
- Keep group together.
- Expect conformity to teacher's norms.
- Assume common needs.
- Prejudge individual potentials.

- Give same assignment to all.
- Do all the talking yourself.
- Pick topics for groups.
- Assign students to groups.
- Form rigid ability groups.
- Require common work activity.
- Give uniform seatwork.
- Teach by the textbook method.
- Demand one way of learning.
- Demand one process for all.
- Demand all steps for all.

- Give only text assignments, to the group.
- Select materials for students.
- Depend solely on textbooks.
- Stick to prepared materials.

- Talk only to the group.
- Correct and grade all work.
- Demand time deadlines for all tasks.
- Always stick to assigned grade topic.
- Give same test to all.
- Record only comparisons to group norms.
- Demand one way of learning for all.

An invaluable tool is an observation room provided with a one-way mirror, allowing students to observe the preschool program. This also permits visitors to observe the activities without disturbing the children.

The use of videotape is emphasized in all units as a teaching suggestion. The videotape has proved to be a valuable aid to instruction, observation, and evaluation. It is possible to videotape activities through a one-way mirror.

All videotape equipment manufacturers provide individual instruction on their equipment, regardless of how long the equipment has been on hand. Instruction and practice (all the tapes are erasable) will soon develop expertise adequate for the program.

In conclusion

The teaching involved in the training of students to become child-care teacher aides should be efficient and effective. How efficient and effective the program has been will be judged by how the student performs in the on-the-job training experience – the preschool laboratory. The performance of the student can be continuously evaluated by comparison with course objectives and replay of videotapes.

The teacher is responsible for making the course objectives appropriate, so that they are attainable by a student seeking employment as a child-care teacher aide.

Qualifications of the Child-Care-Aide Teacher

The teacher should have an enthusiasm for teaching both young children and senior high students, and must have an ability to work well with both groups.

The academic preparation of the teacher should have included specialized courses in Child Development, Methods and Materials of Art Education, Early Childhood Education, Student Teaching, Curriculum and Program Planning, The Exceptional Child, Health and Nutrition, Music Education, Children's Literature and/or Language Arts Development, and Psychology. Currently a certificate in Home Economics has been the type of certification required.

Separate curriculums are followed for the teacher-aide program and for the preschool. Since one teacher may be involved in teaching the two programs, she/he must be well organized in planning and using instructional materials. The teacher will need real physical stamina to deal with the very active preschooler and to teach the older students at the same time.

In order to motivate the child-care aides, the teacher must be a constant source of creative ideas and have the know-how to find and plan countless activities for the preschoolers. The teacher must be professionally secure to team-teach with her students in the preschool laboratory.

Methods of Instruction

1. Lecture – demonstrations
 - Teacher
 - Student reports
 - Guest speakers
2. Discussion
 - Teacher-directed
 - Class groups
 - Student-directed
3. Visual-aids presentations
 - Videotapes
 - Television programs
 - Films
 - Cassette tapes
 - Filmstrips
 - Charts
 - Bulletin boards
 - Chalkboard
 - Flannel board
 - Magnet board
 - Handout sheets
4. Learning centers
5. Field trips
6. Observations

Description and Organization of the Preschool Laboratory

The child-care-aide program in vocational education is dual in nature. The student will be using the shop to develop understandings and skills in learning to work with the

young preschoolers. At the same time the preschoolers will use the shop for concrete learning experiences. The understandings and skills learned by the aide may be taught in the same physical area and the same instructional materials as the aide will later use in teaching the preschooler. The facility, in other words, may be the same.

A classroom for students of any age should be so arranged as to fit the students' needs. The following list of suggestions deals with the arrangement of the preschool laboratory. Although the suggestions are directed toward the preschool activities, they may, as suggested above, also be used by the child-care-aide students. E.g., the library center would also be needed by the child-care-aide students for reference tools and reading.

Arrange the laboratory into various challenging centers of interest. The room should be rearranged from time to time to create a more functional and challenging arrangement. The child-care-aide students should become responsible for room arrangement. New materials and equipment should be added from time to time to enrich and extend experiences. That which is not presently needed should be stored.

Some useful centers of interest could be:

An **art center**, equipped with tables and easels, a drying rack, and cabinets in which to store art equipment and supplies. A low sink with counter space on both sides is valuable.

A **science center** with tables on which to place scientific equipment and materials for observation, manipulation, display, and study.

A **library center** — a well-lighted area with table, chairs, books, and bookcases for display and storage.

A **place where the teacher and groups of children may meet** to listen to stories and poems, to share ideas and information, to sing, and to listen and respond to music.

A **dramatic play center** with child-sized household furnishings and home-making equipment, dolls and puppets, dress-up clothes, and telephones. Other social studies centers, such as bakery or marker centers, can be developed later according to the interests of the students.

A **block-building center** with storage shelves for blocks and accessory toys including trucks, trains, boats, cars (some large enough for the children to ride on), toy people (family groups, community helpers).

- An area where children may work quietly at a table alone, alongside another child, or with a few children. Low, open shelves adjacent to this area should contain a variety of manipulative toys such as beads and strings, dominos, pegs and pegboards, and a few simple inset puzzles.
- A center for big-muscle activities, located away from the quiet pursuits. It should contain apparatus such as jungle gym, a climbing rope, and a walking board.
- A writing center with tables, chairs, and materials. Materials might include paper, pencils, pictures, three-dimensional models depicting story situations and a typewriter for use by student aides to record creative stories of preschoolers and for their own lesson plans.
- A listening center for audio equipment, with shelves for storage of tapes, records, etc.
- A viewing center, made up of a television set, 16mm film projector, 35mm filmstrip viewers, several headsets, a small screen, videotape recorder, videotape receiver, and videotape cameras. Storage space for films, strips, and equipment is needed.
- A construction center with a workbench, full-size tools, and expendable materials. Children should be encouraged to make specific things needed, and also to be creative in making decorative items. For safety reasons, one or two aides should always be available for this center.
- A cooking center, made up of a one- or two-burner hot plate (if oven is not available), pans, utensils, paper towels, paper plates, etc. A sink and storage space are necessary.
- A sewing center, with cloth remnants, needles, thread, buttons, scissors, pins, etc. A sewing machine would be nice. Supplies for knitting, crocheting, crewel work, needlepoint, and embroidery would add options.
- A unit center, made up of centers specific to the particular unit of study. A center to go with a unit on Community Workers might include pictures, costumes, equipment, models, etc. Reference books, worksheets, and other activities for the unit might also be included.
- A continuous career-awareness unit center should be made for the child-care-aide program, where each month a particular occupational opportunity, such as teacher aide, social service worker, recreation worker, etc. is featured. The students should be fully knowledgeable about vocational choices by the end of the two-year program.

Basic Furniture for the Preschool Laboratory

Tables

4-6 tables with easily cleaned tops, heights adjustable down to 20" and each seating 4-6. (Several round tables are nice choices for conversation and work centers.) Stacking tables make it possible to release floor space when needed for such purposes as extensive block building or group games.

Chairs

25 chairs 10"-14"; 25 adult-size chairs. When sitting in a chair, a child should be able to rest his feet flat on the floor. Posture chairs with saddle seats are recommended, because they fit the contour of the child's body and give good support.

Shelves

3 low open shelves for play equipment and materials, easily accessible to the place where the children use them. Shelving 4' long, 38" high, 24" deep, 12" between. Shelving should be anchored if there is danger of tipping. Shelving with corkboard or pegboard backs may be used for displaying children's pictures. Shelves may be used as room dividers for the various work centers.

Lockers

Lockers for wraps and personal possessions
60" high, 12" wide, 12" deep, with compartments for:
personal possessions
wraps
rest mats
boots or rubbers

Cots (if the children stay all day)

27" x 54" for average-size 4-year olds, 12" from the floor
Lightweight metal frames from which the canvas can be removed and laundered are desirable. Stackable cots conserve storage space. Sheets and light blankets for each cot.

Basic Equipment and Supplies for 25 Preschoolers

ARTS AND CRAFTS MATERIALS

Paper:

Newsprint, 3 reams 18" x 24", 3 reams 24" x 36"
5 reams manila paper 18" x 24"
1 roll 36" wide brown wrapping paper
3 packages 12" x 24" poster paper in assorted colors
3 rolls glazed paper in assorted colors
3 packages tissue paper in assorted colors
3 reams 24" x 36" finger paint paper

Art Supplies

25 boxes large crayons 3/8" diameter, mixed colors

1 dozen large marking crayons

Tempera paint — powdered and/or liquid, 10 pints each of red, yellow, blue, green; 5 pints each of black, white, brown, orange, violet.

Brushes with bristles: 1" wide, 1½" wide and 4" with 12" handles and short handles (1 dozen each size)

4 double easels with large troughs to hold paint

Drying rack or space for paintings

Aprons to protect children's clothing

Easel clips for holding paper

3 quarts paste and 1 dozen brushes; 3 quarts glue

Hole puncher

1 dozen blunt scissors and ½ dozen left-handed blunt scissors

One pair pointed scissors for adult use or child's use with supervision

100 pounds dry potter's clay and covered containers

Cookie cutters and rollers for clay

Scraps of cloth of different colors and textures, such as velvet, silk, wool, fur

Flour and salt to make play dough

Two gallons liquid starch for finger-paint base

Pans for wetting paintings

Galvanized pail for cleaning up

Woodworking

Low workbench or workhorses with 2 vises
2 pliers, 2 saws, 4 hammers—10 oz. to 13 oz. weight
2 long-handled screwdrivers, sand paper
Assorted sizes of screws and nails with large heads
Soft pine scraps and mill ends
Miscellaneous buttons, molds, and beads, washers, nuts, hooks and eyes, spools,
and bottle caps
Tool board 54" x 20" or tool cabinet
Nail and screw containers
Wood container — large basket or box

Sewing

Cloth — soft cotton, muslin, etc.
Large-eyed needles
Yarns and threads

LANGUAGE ARTS

Books

Books should be selected according to the ages and interests of the children and should cover a wide variety of subjects to help them learn about the world around them. Current lists are included in "Bibliography of Books for Children," Association for Childhood Education International, 3615 Wisconsin Avenue N. W., Washington, D.C. 20016.

Topics covered include:

Animals
Birds
Community helpers
Family life
Holiday seasons
Nonsense and Mother Goose rhymes
Poems
Science
Transportation

Flannel board

Simple puppets

Picture collections

Adult activities
Animals
Birds
Child activities
Family activities
Seasonal and special days
Stories

Large globe

Projector, screen, films and filmstrips

These are usually available in the school and need not be purchased if budget is limited.

Tape recorder

Video equipment

SCIENCE

Bird-feeding shelf and suet feeder

3 magnets: bar, U, horseshoe

Magnifier, large size, with built-in stand

Magnifying glass

Inside and outside thermometers

Glass prism

Compass, magnetic

Measuring cups, spoons, eggbeater, sifter, and simple cooking equipment

Pulley and gears

Scales

Tapemeasures, yardsticks, rulers

Nature materials--leaves, birds' nests, stones, seeds, etc.

Small cage for insects

Cage for visiting pets (removable bottom)

Incubator

Plant-growing equipment

Growing plants, bulbs, and seeds

Flower boxes

Hoe, rake, trowels, shovel--child-sized and durable

Aquarium and terrarium (institution-size mayonnaise jars may be used)

Small vases for displaying flowers

Watering can, long spout

Mirror

Clock

Bicycle pump

Straws

Soft rubber hose

Kaleidoscope

MUSIC AND RHYTHMS

*Piano

Song and rhythm books

*Record player and a collection of carefully chosen records for singing, listening and rhythm play.

Association for Childhood Education International's "Equipment and Supplies" pamphlet contains lists.

Drums (tom-tom and others)

Rhythm instruments—sticks, jingle bells, triangles, tambourines, cymbals, maracas, sandpaper blocks, melody bells.

* Autoharp (12-bar)

Balls, hoops, and scarves for rhythm activities

*One of these items is considered a basic minimum.

MANIPULATIVE MATERIALS AND GAMES

12-15 wooden inlay puzzles, of varying degrees of difficulty, large, clearcut, with good color

Color cone

Nested blocks

Hammer and nail sets with Celotex boards

Matching games, such as lotto, large dominoes, also picture dominoes and other simple games

Large wooden or plastic beads with shoe strings for stringing

Two pegboards with large pegs

Doll-house furniture (wooden)

Lacing boot

Lock box

6 Bean bags

Parquetry

Snap blocks

Colored counting cubes

Tinkertoys

Plastic shoe boxes for small plastic cars and trucks

DRAMATIC PLAY

Blocks and block-building accessories

Set of unit-type building blocks, including straight-cut, circular, and arched blocks (about 500 pieces)

Accessory equipment for blocks:

Sets of rubber or wood sculptured play animals, community workers, and family members

Transportation toys—tractors, trains, fire engine, airplanes, boats, trucks. (Some should be large and sturdy enough to hold blocks and for a child to ride.)

For playing house

2-6 Dolls, unbreakable and washable.

Doll clothes and provisions for storing doll clothes.

Doll carriage and bed, large and sturdy enough for child to get into

Bed linens

Chest of drawers for storing doll clothes.

Mirrors, one full-length (nonbreakable glass)
 Child-size stove, cupboard, sink, table, chairs, rocking chair
 Unbreakable dishes and cooking utensils
 Containers for measuring, pouring, and filling – funnels, pitchers, measuring cups
 Egg beaters
 Wide sink or dishpan
 Laundry equipment: iron, ironing board
 Dress-up clothes (men's and women's)
 Jewelry, scarves and other accessories
 Storage for these
 Telephones
 Cash register

OUTDOOR PLAY (Some of this equipment can be used inside in bad weather)

Sand box with cover
 Sand toys such as spades, buckets, molds, small dishes, and spoons.
 Climbing structures such as jungle gym, tree house
 Low horizontal ladder
 6 Saw horses
 Two 18" high x 24" wide
 Two 24" high x 24" wide
 Two 18" high x 18" wide
 Three-step climbing steps
 3 Walking boards or beams: 12' long, clear-grain wood
 3 Packing boxes, large wooden: 4 x 4 x 3 feet
 Wheels for converting boxes into auto, airplane, etc.
 Wagons and wheelbarrows
 1 Set hollow wooden blocks: $5\frac{1}{2}$ " x $5\frac{1}{2}$ " x 11"
 $5\frac{1}{2}$ " x 11" x 22"
 $5\frac{1}{2}$ " x 11" x 11"
 Swings with safety belts
 Balls, various sizes: 8", 10", 16", 24"
 Several barrels for rolling
 Clay tile or glazed sewer tile, 4' x 24" diameter
 Mounted steering wheel
 6 Brushes and 6 pails for water painting
 Miscellaneous materials such as rubber tires, tire tubes, lengths of garden hose,
 tools and ropes, and cardboard boxes to stimulate imaginative play

ITEMS TO BE MADE

Book rack

This rack could be made of two scrap boards nailed to two triangular shaped end pieces.

Pattern learning forms

Cut the shapes, such as circle, square, triangle, rectangle, etc., out of wood

Perception plaques

On small squares draw a clown or face, changing each picture in some small way. For example, change the direction the eyes are looking, or change the shape of the nose or the mouth. These pictures are done in groups of two. You then glue the pictures on blocks of wood or cardboard. The children are to match the pictures.

Sequence cards

An excellent example of this item would be the life stages of a butterfly. Draw the stages on paper, then glue them to cardboard or wood. The children are asked to put them in correct order. This sort of thing can also be done with a story or comic strip.

Flannel-board items

Puppets and cardboard stage

"Feel" box

Peg-board calendar

Cardboard-box dollhouse

Clown beanbags

Pull-apart bear

Arms, legs, heads, and bodies are cut from material and stuffed with cotton. After stuffing, buttons are sewed on the arms, legs, and heads. Buttonholes are made on the bodies in the corresponding places. The children can button on the different colors, that can be matched or mixed.

Cardboard storefront

Overview of Course of Study

A student preparing for employment as a child-care teacher aide must enjoy working with children, have an understanding of human development and relationships, recognize the worth of all individuals, and possess a positive attitude when working with others.

It is suggested that the child-care teacher aide program be two years in length. The approximate time in course hours would be 500 hours per year. The first year would include a study of child development and related topics. The first-year student's practical experiences would include the work and responsibilities of a professional babysitter, a nursery-school facilities aide, and a nursery-school teacher aide. The second-year student's practical experiences would continue to include the functions and responsibilities of a nursery-school teacher-aide and would add new responsibilities as an assistant group teacher. In the second year the student would be involved more with teaching and teaching materials. A field experience for 7 weeks in an outside day-care center or nursery school should be arranged for.

The preschool laboratory will provide the child-care teacher-aide student with actual work experience. In the laboratory the student develops the competencies needed for successful performance on the job. To be employable, the students must develop the understandings and skills needed to perform the tasks involved in the job.

The job description below evolved from readings, interviews with possible employers, such as nursery-school directors, and from the State of New Jersey Standards for approval of Child Care Centers, Personnel Section.

Job Description

Decisions concerning duties and responsibilities of a child-care teacher aide will rest primarily with the preschool program director and/or the teacher with whom the aide will be working. The director, teacher, and aide must work harmoniously together if the children are to have the best possible preschool program. In preparing the student for employment, the course objectives must include all the possible job tasks the student could ultimately be called upon to perform.

The child-care teacher-aide student can be at job-entry level at four possible competencies: the babysitter, the nursery-school-facilities aide, the nursery-school teacher aide, and the assistant group teacher. Each job-entry level has its own qualifications, described in the State of New Jersey Standards for Child Care Centers.

The child-care teacher aide must be well skilled in job tasks that are specifically related to the care of young children, including such tasks as assisting in supervising their eating, resting, and toileting, and assuming some responsibility for their play and learning experiences. In addition, the student must become proficient in other job tasks involved, such as clerical duties, and be able to operate a variety of audiovisual equipment.

The student graduating from the program would be correctly described as a well-prepared teacher aide able to perform the many job tasks required. The student will also have some knowledge of the nature of children and how they develop.

The following chart summarizes individual student responsibilities at the four levels of competence mentioned above, as developed in this curriculum.

STUDENT RESPONSIBILITIES AT FOUR COMPETENCY LEVELS

Babysitter	Nursery-School-Facilities Aide	Nursery-School Teacher Aide	Assistant Group Teacher
1. Become familiar with the child-care teacher-aide program and shop. 2. Learn policies concerning work schedules, absences, and health regulations. 3. Learn job requirements of child care teacher aide (at four competency levels) 4. Know student responsibilities for daily clean-up procedure. 5. Assess own personal qualities in relation to job requirements. 6. Help the children learn acceptable behavior patterns. 7. Work cooperatively with staff and accept instruction and guidance from director. 8. Participate in staff planning and evaluating sessions concerned with shop regulations and program. 9. Help evaluate own progress in meeting responsibilities related to job. 10. Follow regularly assigned schedule of responsibilities in the shop. 11. Write a time schedule for a preschool program. 12. Recognize the importance of classroom atmosphere and layout. 13. Design an effective and efficient indoor preschool plan (Play centers)	1. Know the purposes and characteristics of pre-school programs available for children in the community. 2. Visit and observe various pre-school programs in the community. 3. Work in laboratory preschool program at vocational high school. 4. Know the characteristics of the major philosophies found in early childhood programs. 5. Visit and observe preschool programs adhering to various well-known philosophies of early childhood education. 6. Begin to develop own philosophy of how children learn best. 7. Know values of specific play activities for preschoolers. 8. Know how to arrange specific play-activity centers within the preschool room. 9. Know how to develop the physical setting for a particular preschool play center 10. Know how to develop activities for a specific play center. 11. Know elements of bulletin board and displays: title, materials to be used, their arrangement, lettering, and color choices. 12. Know that the visual appearance of the classroom is an important factor affecting the climate for learning.	1. Write three lesson plans according to standard format. 2. Teach three lessons consisting of one central idea or concrete experience first to fellow students and then to preschoolers. 3. Know how to procure, set up, operate, and return A-V equipment and materials. 4. Know how to care for, clean, and operate (1) overhead projector, (2) record player, (3) tape recorder, (4) filmstrip projector, (5) slide projector, (6) film projector, (7) video equipment. 5. Evaluate several different examples of A-V materials. 6. Know how to select a good children's book for a preschooler. 7. Read a story to a preschool group. 8. Tell a story to a preschool group. 9. Conduct a storytime for a preschool group. 10. Use finger plays and teach some to children. 11. Recall a variety of fingerplays suitable for a preschool group. 12. Dramatize both a story and fingerplay with the aid of a flannelboard. 13. Know how to select a safe and suitable toy for a young child.	1. Organize and conduct parent committees related to the preschool. 2. Organize and conduct parent conferences for children's progress reports. 3. Work well with parents. 4. Prepare a teaching unit for a preschool program on one theme, e.g., the farm, the zoo, the family, etc. 5. Prepare a seasonal activities teaching unit for a preschool program. 6. Know various curriculum approaches. 7. Develop a curriculum-guide outline. 8. Understand the concept of reading readiness. 9. Assist in the services provided for exceptional children in educational, institutional, or day-care situations, e.g. special education program in home school. 10. Work with exceptional children and their parents in school setting. 11. Work with professional personnel in facilities for exceptional children. 12. Observe an exceptional child for special behavior patterns and responses. Write case study on particular child observed

STUDENT RESPONSIBILITIES AT FOUR COMPETENCY LEVELS

Babysitter	Nursery-School-Facilities Aide	Nursery-School Teacher Aide	Assistant Group Teacher
14. Create an attractive overall appearance of the classroom. 15. Plan an effective and efficient layout of outdoor area and equipment. 16. When acting as baby-sitter (in private employment), the student will . . . Feed an infant as directed by parent or supervisor. Check infant who is crying, to determine reason for crying. Change diapers and other clothing when necessary. Supervise a play period. Assist in supervising a sleeping infant. Bathe an infant. Follow safety precautions when caring for infants. Recognize symptoms of illness in an infant. 17. In a baby-sitting situation, the student will . . . Feed toddler and preschoolers as directed. Plan and illustrate a safe environment in the home for young children. Supervise the play period of a young child. Bathe and dress a young child.	13. Know how to plan bulletin boards, and wall, ceiling and floor displays. 14. Become familiar with a cooking center (kitchen) for a preschool program including equipment, utensils and staples. 15. Plan and prepare a snack, breakfast, lunch, and/or dinner for a group of 25 preschoolers based on the Basic 4 guides for attractive food preparation. 16. Perform housekeeping skills needed for the proper care of the preschool. 17. Organize and participate in the clean-up procedure of the preschool. 18. Prepare rotating schedule of housekeeping jobs involved in the daily routine. 19. Know job requirements and responsibilities of a nursery-school facilities aide. 20. Successfully perform as a nursery-school facilities aide for a preschool program. 21. Know job opportunities for nursery-school facilities aide in the community. 22. Know State standards for aide.	14. Conduct a safe and suitable game for a small group of children. 15. Know the value of games and toys in a young child's life. 16. Know a selection of songs suitable for preschoolers. 17. Know how to conduct a rhythm session for preschoolers. 18. Know how to play a musical instrument. 19. Know how to teach manuscript writing to young children. 20. Use proper manuscript writing on charts and other instructional material. 21. Know how to use the library system to find supplementary materials. 22. Know how to operate and care for standard school office equipment such as copying machine, typewriter, duplicating equipment, etc. 23. Know how to perform routine clerical duties for the class, such as taking daily attendance entering marks collecting money file and cataloging materials typing and reproducing spirit masters and stencils, etc.	13. Maintain discipline to prevent children from harming themselves and others. 14. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training. 15. Guide exceptional children in activities involving motor control, motor coordination, and perceptual motor training. 16. Feed exceptional children or assist these children with mealtime activities. 17. Direct exceptional children in language activities. 18. Assist with exceptional children's activities involving social skills. 19. Train exceptional child in self-care skills. 20. Develop a teaching unit with activities in the field of career awareness for the preschool program. 21. Develop a learning center in the area of career awareness for the preschool program. 22. Know job requirements and responsibilities of an assistant group teacher in the nursery school. 23. Know State standards for nursery-school assistant group teacher. 24. Perform successfully as a nursery-school assistant group teacher.

STUDENT RESPONSIBILITIES AT FOUR COMPETENCY LEVELS

Babysitter	Nursery-School-Facilities Aide	Nursery-School Teacher Aide	Assistant Group Teacher
Recognize symptoms of illness in a preschooler. Know how environmental influences affect a child's development. 18. Be aware of the preschool routine and its importance for the children's adjustment to the school. 19. Participate with preschoolers in various school activities. 20. Help the preschoolers work toward independence and acceptance of individual responsibilities. 21. Help promote parent interest in the center. 22. Help maintain safety of the children during rest and play periods at home and at school. 23. Be alert to situations involving hazards to the safety of children. 24. Assist in administering first aid for minor accidents, cuts, all bruises. Observe accepted procedures for reporting signs of illness and discomfort in children. 25. Help children establish sanitary habits. 26. Help the children prepare for mealtime. Set table properly. 27. Help the children understand the importance of eating nourishing foods.		24. Know the techniques of supervising a particular duty such as bathroom, halls, cafeteria, playground, etc. 25. Know how to plan, prepare for, and execute a suitable field trip for a preschool group. 26. Observe children in an effective way for specific or general objectives. 27. Objectively write up an observation. 28. Know job requirements and responsibilities of a nursery-school teacher aide. 29. Know State standards for nursery-school teacher aide. 30. Successfully perform as a nursery-school teacher aide.	

STUDENT RESPONSIBILITIES AT FOUR COMPETENCY LEVELS

Babysitter	Nursery-School-Facilities Aide	Nursery-School Teacher Aide	Assistant Group Teacher
19 29 28. Help the children to develop good food habits and table manners. 29. Help children develop positive, acceptable attitudes toward food and eating. 30. Prepare and serve mid-morning and mid-afternoon snacks. 31. Plan and prepare a day's nutritious meals for a young child, based on the Basic 4. 32. Under supervision, direct the play and learning experiences of children. 33. Plan a variety of play experiences for young children. 34. Plan and prepare a variety of children's art activities for a given age group. 35. Know job responsibilities and requirements of a babysitter. 36. Perform successfully as a babysitter for children from infant to 5 years. 37. Know job resources in community for babysitter.			

Possible Student Evaluation Techniques

In the nursery school, high school students are given many opportunities to be evaluated through hands-on experiences and observation of the students' work with the preschool children. In addition, however, there must be continuous evaluation during class or work time, which would include the following:

1. Oral and brief written reports (observation records) which should show increasing understanding of the principles of child development.
2. Open discussion and group planning sessions.
3. Videotapes of students handling preschoolers individually and in groups.
4. Child-care case studies done by the students.
5. Anecdotal records of behavior of preschoolers by students.
6. Joint parent-teacher aide conferences during and at conclusion of year.
7. Conferences with students on their individual progress.
8. Assessment of students' ability to apply learned generalizations to specific problem situations devised by teacher as classroom activities.
9. Extra-credit projects and/or reports by students on child-related themes of personal interest, e.g., child abuse.
10. Videotapes of students assisting and teaching in nursery school other than on-campus preschool.

Course Outline

Job Classification	Unit		Unit
Babysitter (First Year)	1	Orientation	
	2	Me	
	3	Discipline	
	4	The Child-Care Aide	
	5	The Preschool Facility	
	6	The Infant	
	7	The Child in the Family	
	8	The Child in the School	
	9	Working with Parents	
	10	Health and Safety	
	11	Children's Food and Eating Patterns	
	12	Play: A Learning Experience	
	13	Art in the Life of a Child	
	14	The Babysitter	
Nursery-School- Facilities Aide (First Year)	15	Preschool Programs	
	16	Early Childhood Education Philosophies	
	17	Play Centers in the Preschool	
	18	Bulletin Boards and Displays	
	19	Quantity Food Preparation in Preschool	
	20	Housekeeping	
	21	The Nursery-School-Facilities Aide	
Nursery-School Teacher Aide (First Year)	22	The Preschool Activity Lesson	
	23	Audiovisual Equipment and Materials	
	24	Storytelling and Fingerplays	
	25	Games and Toys	
	26	Children's Music	
	27	Teaching to Write	
	28	Using the Library	
	29	The Aide as a Clerical Worker	
	30	The Aide as a Supervisor	
	31	The Field Trip	
	32	Student Evaluation	
	33	The Nursery School Teacher Aide	
Assistant Group Teacher (Second Year)	34	Parents and School	
	35	The Teaching Unit	
	36	Developing the Preschool Curriculum	
	37	Reading Readiness	
	38	The Exceptional Child	
	39	Career Awareness for Preschoolers	
	40	The Assistant Group Teacher	
	41	Getting the Job	
	42	Field Experience	

UNIT 1 - ORIENTATION

Subject: Orientation

Objectives	Student Responsibilities	Teaching Suggestions	References*
The student will . . . - State what tasks, capabilities, and opportunities are involved in working as a child-care teacher aide. - List employment opportunities in the child-care teacher-aide field. - Briefly describe the minimum standards of the State of New Jersey for a child-care program. - Know student responsibility for daily clean-up procedure in both the regular classroom and the pre-school program.	Become familiar with the child-care teacher-aide program and shop. Learn policies concerning work schedules, absences, and health regulations. Learn job requirements of child care teacher aide (at four competency levels) Know student responsibilities for daily clean-up procedure.	1. Class will discuss school and shop regulations. 2. Students will make collages depicting children and child-care teacher-aide jobs. 3. Show videotapes of child-care teacher-aide students working with playschool children, made during previous year. 4. Students will list their expectations of what they expect to derive from course, including job expectations.	Handouts: HO 1-1, Information and Regulations for Establishing Child Care Centers HO 1-2, New Jersey Standards for Child Care Centers Book: Beyer, "Teaching Young Children" Filmstrip: "Quality Child Care"

* For details on the references listed, see Bibliography (page 160). The handouts are printed beginning on page 64.

UNIT 2 — ME

Subject: Self-Actualization

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know what is meant by a self-actualizing person. State ways to develop both self and preschool children to become self-actualizing. Identify and evaluate desirable characteristics in teaching. Evaluate self in terms of the personal qualities necessary for success as an aide.	Assess own personal qualities in relation to job requirements.	1. Students will complete inventory of self, family, interests, etc. 2. Show film "Future Shock," "Peege," or "Lottery." 3. Students should role play "real" situations, using videotapes for playback and discussion. 4. Divide class into dyads. Instruct each pair to find out as much as possible about each other, say in fifteen minutes. Then reconvene the class and have each person introduce his/her partner to the group, going into some detail about that person's family, interests, ambition, etc., etc. 5. Students make "Me" drawing — pictures of self, family, house, pets, interests, future career. 6. Show videotapes for discussion of body language.	Handout: HO 2-1, Pretest — Experiences With Young Children Books: Beyer, "Teaching Young Children" Hurlock, "Child Growth and Development" Gesell, "Infant and Child in the Culture of Today" Stanford and Roark, "Human Interaction in Education" Banville, "Discipline Is Not Something You Do To Somebody" Early Years February, 1975. Fast, "Body Language" Filmstrip: "How an Average Child Behaves" Films: "Lottery" "Future Shock" "Peege"

UNIT 3 - DISCIPLINE

Subject: Discipline

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . List purposes of discipline. List three types of discipline. Recognize acceptable behavior patterns Suggest ways of guiding the behavior of children	Help the children learn acceptable behavior patterns	1. Develop a chart of three types of discipline: adult control, democratic control, and child control. List characteristics that a child would show under each type. 2. Suggest ways of guiding children according to Discipline handout in specific discipline cases observed in nursery school. 3. Discuss purposes of discipline. 4. Show videotapes of preschool that illustrate discipline techniques used by student aides	Handout: HO 3-1, Discipline Is Not Something You Do To Somebody Books: Baker, "Understanding and Guiding Young Children." Draper and Draper, "Caring For Children" Read, "The Nursery School, A Human Relationship Laboratory" Filmstrip: How an Average Child Behaves

UNIT 4 - THE CHILD-CARE AIDE

Subject: Job Responsibilities

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . - List factors which contribute to successful working relations with others. - Assess own personal objectives in relation to job requirements. - Evaluate self periodically. - Identify factors involved in planning a preschool schedule	- Work cooperatively with staff and accept instruction and guidance from director. - Participate in staff planning and evaluating sessions concerned with shop regulations and program. - Help evaluate own progress in meeting responsibilities related to job. - Follow regularly assigned schedule of responsibilities in the shop. - Write a time schedule for a preschool program.	1. Show filmstrip "Preparing the Child for Learning." 2. Have principal or coordinator discuss staffing and staff selection with class. 3. Have guest speaker who works as a child-care teacher aide, to discuss job responsibilities. 4. Show videotapes of a day in the preschool. 5. With instructor acting as nursery-school teacher, have the students role-play a preschool/nursery school for 3- to 4-year olds for three days, actually going through a half-day preschool session each day. On fourth day, discuss student conclusions as to job requirements for teacher and the aide, preschool schedule elements, etc. 6. Develop a rotating job assignment form with class.	Handouts: - HO 4-1, Nursery School Schedule (blank) - HO 4-2, Ten Representative Schedules - HO 4-3, Suggestions for Assisting in Preschool Program Book: - Beyer, "Teaching Young Children" - Taylor, "A Child Goes Forth" "Homemaking Education: Resource Material for the Play School" Filmstrip: - Preparing the Child for Learning

UNIT 5 – THE PRESCHOOL FACILITY

Subject: Setting Up the Preschool Facility

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Compare various floor plans for preschool programs. Know how to utilize space effectively and efficiently for learning centers. Explain the importance of an attractive and pleasant room for a positive learning environment. Describe functional and safe outdoor equipment.	Recognize the importance of classroom atmosphere and layout. Design an effective and efficient indoor preschool plan (Play centers) Create an attractive overall appearance of the classroom. Plan an effective and efficient layout of outdoor area and equipment.	1. Visit various preschool, nursery, and day-care centers to see layout of indoor and outdoor equipment. 2. Study videotapes of preschool students doing various activities, noting where in the room the various activities take place. 3. Using graph paper and cardboard cutouts, the class will design a preschool layout model and then set up the preschool equipment in the classroom according to this model. 4. Set up play centers and small equipment in the actual preschool setting. 5. Select a theme and decorate the room to promote the theme. 6. Plan and execute a play center, e.g., block work area. 7. Plan an outdoor area.	Handout: HO 5-1, Diagram of Typical Preschool Facility Books: Beyer, "Teaching Young Children" Taylor, "A Child Goes Forth" Homemaking Education: Resource Material For The Playschool

UNIT 6 - THE INFANT

Subject: Child Development: The Infant

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Identify the characteristics and needs of infants. Describe and demonstrate methods used in caring for infants.	When acting as baby-sitter (in private employment), the student will . . . Feed an infant as directed by parent or supervisor. Check infant who is crying to determine reason for crying. Change diapers and other clothing when necessary. Supervise a play period. Assist in supervising a sleeping infant. Bathe an infant. Follow safety precautions when caring for infants. Recognize symptoms of illness in an infant.	1. Visit an infant day-care center. 2. Show film "Birth to First Two Weeks" 3. Based on chart in Hurlock book, make a chart on physical growth of infant. 4. Develop notebook on common infant diseases. 5. Have guest speaker on infant care. Demonstrate food, preparing bottle, bathing baby, changing diaper, etc., 6. Visit hospital maternity ward and infant-care floor. 7. Visit infant department in retail store.	Handouts: HO 6-1, 6-2, 6-3, Developmental Progress of Infants and Young Children: 12 months; 15 months; 18 months Pamphlet 'Sitting' Safely, by Gerber Products Co. Books: Ames, "Child Care and Development" Batjer, "Food For the Family" Shuey, "Learning About Children" Frailberg, "The Magic Years" "Child Care and Development Manual" Engel, "Language Motivating Experience for Young Children" Hurlocke, "Child Growth and Development" Film: "Birth to First Two Weeks" Audio Cassette Tapes "Early Physical Development" "Speech Development" "Family Relationships"

UNIT 7 - THE CHILD IN THE FAMILY

Subject: Toddler and Preschooler

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . List the basic needs of young children. Describe characteristics of children from 2 to 5. Analyze the influence of the family on the growth and development of young children.	In a baby-sitting situation, the student will . . . Feed toddler and preschoolers as directed. Plan and illustrate a safe environment in the home for young children. Supervise the play period of a young child. Bathe and dress a young child. Recognize symptoms of illness in a preschooler. Know how environmental influences affect a child's development.	1. Observe 2- to 5-year olds in various preschool programs, noting development characteristics and emotional needs. 2. Students are required to baby-sit professionally for toddlers and/or preschoolers. 3. Have students write up their observations of individual children, in both preschool and baby-sitting situations, using handout. 4. Discuss the Hymes' chart and update the "modern" chart. 5. Study and discuss developmental progress charts. 6. Student committees will prepare displays or bulletin boards on such topics as selection of children's clothing, childhood diseases, etc. 7. Show videotapes of preschoolers in preschool program activities.	Handouts: HO 7-1, James Hynes' diagrams showing influence on a child's development HO 7-2, Single-Child Observation Worksheet HO 7-3, 7-4, 7-5, 7-6, Developmental Progress of Infants and Children at 2 years; 2½ years; 3 years; 4 years. Pamphlet 'Sitting' Safely, by Gerber Products Co. Pamphlet, Things You Should Know About Baby Sitting, Gerber Products Co. Books: Ames, "Child Care and Development" Batjer, "Food for the Family" Shuey, "Learning About Children" Frailberg, "The Magic Years" "Child Care and Development Manual" Engel, "Language Motivating Experiences for Young Children" Hurlock, "Child Growth and Development" Film: "How an Average Child Behaves" - Selection from the 5 filmstrips included in the packet. Audio Cassette Tapes "Social Adjustment" "The Child Begins to Learn"

UNIT 8 – THE CHILD IN THE SCHOOL

Subject: The Preschooler in School

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Help the children adjust to the routines of the playschool. Help the children participate in activities. Help the children become more independent. Help the children accept some responsibility for personal care, clothing, and home assignments.	Be aware of the preschool routine and its importance for the children's adjustment to the school. Participate with preschoolers in various school activities. Help the preschoolers work toward independence and acceptance of individual responsibilities.	1. Work up with the class a simple schedule aimed at helping the child become acquainted with the facilities of the center and become more secure at the center. 2. Students play obstacle game, using preschool activities at various play centers as obstacles (to become acquainted with all the centers). 3. Develop an activity file, indexed according to children's basic needs.	Books: Taylor, "A Child Goes Forth" Beyer, "Teaching Young Children"

UNIT 9 - WORKING WITH PARENTS

Subject: Parent-School Relationship

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the importance of a good relationship between parents and preschool. Learn how to work with the parents.	Help promote parent interest in the center.	1. Develop preschool handbook for parents. 2. Show videotapes of past parent meetings and conferences. 3. Role-play a parent-teacher conference. 4. Have an "opening" school-day tea to acquaint parents with preschool program.	Handouts: HO 9-1, Letter to Parents HO 9-2, Application Blank HO 9-3, Physical Examination Form HO 9-5, Working With Parents (Outline) HO 9-6, Suggestions for Working With Parents Pamphlet: Developmental Curriculum, Washington, D.C.: Day Care and Child Development Council of America, 1973. Books: Taylor, "A Child Goes Forth" Green and Woods, "A Nursery School Handbook for Teachers and Parents" Read, "The Nursery School, A Human Relationship Laboratory" Beyer, "Teaching Young Children" Filmstrip: "Everyday Problems of Young Children"

UNIT 10 - HEALTH AND SAFETY

Subject: Health and Safety

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the importance of observing safety practices in the home and school and being alert to safety hazards. Identify proper first aid practices and know limits of first aid. Describe symptoms of illness which may appear in children.	Help maintain safety of the children during rest and play periods at home and at school. Be alert to situations involving hazards to the safety of children. Assist in administering first aid for minor accidents, cuts, all bruises. Observe accepted procedures for reporting signs of illness and discomfort in children. Help children establish sanitary habits.	1. Use programed First-Aid Workbook by Johnson and Johnson 2. Develop a chart of safety practices to be used in the preschool. 3. Plan and play a game which would teach safety. Students develop file of games that teach safety. 4. Find or write a story to read to the children which would teach safety. Some students may write original story. 5. Have first-aid instructor as guest speaker to give basic first aid instruction course (6 sessions). 6. Develop safety rules for preschool classroom.	Books: Johnson and Johnson's "First Aid Workbook" "Standard First Aid" American Red Cross "Child Care and Development Manual, Home Economics Publishers Hurlock, "Child Growth and Development" Filmstrip: "First Aid"

UNIT 11 - CHILDREN'S FOOD AND EATING PATTERNS

Subject: Nutrition and Table Manners

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the importance of the appearance of food and the table to the acceptance of the food. Explain the necessity of guiding children in the establishment of wholesome food habits. Identify environmental factors which influence the eating habits of children. State procedures to follow when supervising mealtime activities.	Help the children prepare for mealtime. Set table properly. Help the children understand the importance of eating nourishing foods. Help the children to develop good food habits and table manners. Help children develop positive, acceptable attitudes toward food and eating. Prepare and serve mid-morning and mid-afternoon snacks. Plan and prepare a day's nutritious meals for a young child, based on the Basic 4.	1. Make collages depicting Basic 4 food groups. 2. Plan and prepare a breakfast, lunch, and dinner according to the Basic 4. 3. Set a table properly. 4. Develop a routine (written) for the preschool for the period before snacks and meals. 5. Plan a table decoration (center-piece or place cards) that the children can make in preschool. 6. Plan a bulletin board or display which shows foods high in nutritive value and their effect on the body. 7. Plan a variety of nutritional snacks.	Handout: HO 11-1, Basic 4 Menu Planning for a Day Books: Hurlock, "Child Growth and Development" Foster, "Adventures in Cooking" Batjer, "Food for the Family" "Betty Crocker's New Boys and Girls Cookbook" Filmstrip: "A Growing Story" Tape: "Early Physical Development"

UNIT 12 – PLAY: A LEARNING EXPERIENCE

Subject: Children's Play and Its Value

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Plan and execute play and learning experiences for young children which promote their mental, social, emotional, and physical development. Know a wide variety of play and learning experiences for young children.	Under supervision, direct the play and learning experiences of children. Plan a variety of play experiences for young children.	1. Discuss different types of play, both indoor and outdoor. 2. Show videotapes of children at play in preschool program. Evaluate the activities as to their benefit to the children. 3. Show filmstrip, "Play and Self-Expression." 4. Each student will write up an observation of a child at play, on handout. 5. Have Play Day, where each student is responsible for one or two play and learning experiences. Students rotate experiencing all planned activities. 6. Videotapes of students presenting an activity to the children. Later, evaluate the presentations and the activities for young children.	Handout: HO 12-1, Observation of Play Activity Books: Leeper, "Good Schools for Young Children" Read, "The Nursery School – A Human Relationship Laboratory" Taylor, "A Child Goes Forth" Miller and Gerckens, "Developmental Skills for Early Childhood" Croft and Hess, "An Activities Handbook for Teachers of Young Children" Filmstrip: "Play and Self Expression"

UNIT 13 - ART IN THE LIFE OF A CHILD

Subject: Children's Art

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the need for art in young children's lives. Understand and appreciate children's art. Evaluate the different types of art materials usually found in the preschool classroom Know a large variety of art activities that can be used with children from 2 to 5. Develop individual creativity and outlets for self expression.	Plan and prepare a variety of children's art activities for a given age group.	1. Plan an Art Activity Day for students to experiment with various art materials. 2. Each student will plan and present an individual art activity lesson, which will be videotaped. The class will evaluate the videotape later. 3. Plan and present a young children's art show for the vocational school. 4. Make a videotape of preschoolers working in art center. 5. Plan and present a puppet show to preschoolers.	Books: Croft and Hess, "An Activities Handbook for Teachers of Young Children" Hoover, "Art Activities for the Very Young" Magazines: The Instructor Early Years

UNIT 14 - THE BABYSITTER

Subject: Job Classification: Babysitter

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . State the characteristics of a successful sitter. State the responsibilities of sitter, sitter's parents, and parent-employer. State specific baby-sitting activities performed on the job. State ways of finding babysitting job opportunities in the community.	Know job responsibilities and requirements of a babysitter. Perform successfully as a babysitter for children from infant to 5 years. Know job resources in community for babysitter.	The students will have field experiences babysitting children of various ages in the community, and report on them to class. Develop profile of babysitting job as to job title, education needed, skills needed, working conditions, rewards (personal and financial). Form babysitting service, either individual or group sessions (to be held when playschool is not being used) - according to needs of community and students.	Books: Hurlock, "Child Growth and Development" Handout: "Sitting" Safely. Gerber Products Co.

UNIT 15 - PRESCHOOL PROGRAMS

Subject: Variety of Preschool Programs

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . List the various types of pre-school programs that have been developed. Observe various preschool programs of different philosophies. Describe the purposes and characteristics of the various child-care services in the following programs: 1. Nursery school 2. Day-care or child-care center 3. Parent cooperative program 4. Church-sponsored program 5. Headstart program 6. School for handicapped 7. Hospital schools 8. Laboratory schools	Know the purposes and characteristics of pre-school programs available for children in the community. Visit and observe various preschool programs in the community. Work in laboratory preschool program at vocational high school.	Show filmstrip "Quality Child Care" The student will visit and observe various local preschool programs. Hold a panel discussion by directors of various preschool programs. Develop a chart showing differences in program elements, such as age of child, time schedule, etc.	Handout: HO 15-1, Evaluation of Classroom Visit Books: Beyer, "Teaching Young Children" Taylor, "A Child Goes Forth" McSpadden, "Developmental Curriculum, A Total Approach" Filmstrip: Quality Child Care

UNIT 16 - EARLY CHILDHOOD EDUCATION PHILOSOPHIES

Subject: Educational Philosophies

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Summarize the philosophy behind various preschool programs, e.g., Montessori, Academic, Piaget, British Infant, Child-Centered, Compensatory. Become aware of philosophical differences found in community preschool programs. Begin to develop own philosophy of how children learn best.	Know the characteristics of the major philosophies found in early childhood programs. Visit and observe preschool programs adhering to various well-known philosophies of early childhood education. Begin to develop own philosophy of how children learn best.	1. Observe children in a nursery school adhering to a particular philosophy and list some of the ways the children are benefiting. How did the experiences support the school's philosophy? 2. Each student will give an oral report on a chosen philosophy. 3. Collect or list play materials and other equipment for a nursery school adhering to a particular philosophy. Point out how items collected are used by children. 4. Discuss chart on comparative philosophies. 5. Using the theme "How Children Learn," paint a class mural or make individual collages or paintings.	Handouts: Suggested outline for Child-Centered School of Thought Sample outline - Chart of Comparative Philosophies Bibliography for Child-Centered School of Thought Books: Beyer, "Teaching Young Children" Ames, "Child Care and Development"

UNIT 17 -- PLAY CENTERS IN THE PRESCHOOL

Subject: Setting Up Play Centers

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the values of specific play centers to the children. Know how to set up a specific play center and its preferred location in the room. Know a variety of activities suitable for a specific play center. Explain how centers encourage the development of the whole child.	Know values of specific play activities for preschoolers. Know how to arrange specific play-activity centers within the preschool room. Know how to develop the physical setting for a particular preschool play center. Know how to develop activities for a specific play center.	1. Discuss room arrangements and values of play centers. Show diagrams on overhead projector. 2. Select, plan and set up a play center in the preschool laboratory. 3. Plan and set up a variety of activities that may be experienced by the preschooler in an indoor play center. 4. Develop a diagram for an arrangement of outdoor play centers. 5. Show videotapes of children experiencing various play centers. 6. Students will role-play the children's activities in play centers for concrete experiences.	Handouts: HO 17-1, Play-Center Planning Sheet Outline HO 17-2, Descriptions of typical individual play centers (see also below) HO 17-3, Chart: Values of Specific Activities for Preschoolers Books: Taylor, "A Child Goes Forth" Pitcher et al., "Helping Young Children Learn" Homemaking Education: Resource Materials for the Play School Various young children's activities books.

UNIT 18 — BULLETIN BOARDS AND DISPLAYS

Subject: Bulletin Boards and Displays

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the elements of bulletin boards and displays, including title, materials to be used, their arrangement, lettering and color choices. Know the importance of the appearance of the classroom to the learning environment. Plan, set up, and evaluate classroom bulletin boards and displays.	Know elements of bulletin board and displays: title, materials to be used, their arrangement, lettering, and color choices. Know that the visual appearance of the classroom is an important factor affecting the climate for learning. Know how to plan bulletin boards, and wall, ceiling and floor displays.	1. Plan, sketch, and execute a bulletin board or display concerned with a central theme for pre-school. 2. Visit schools to look at various bulletin boards and displays. 3. Start a bulletin-board and display file with either photos or sketches for reference. 4. Show slides of bulletin boards and displays done previously by students.	Books: Kendall, "Bulletin Boards for the Classroom" Taylor, "A Child Goes Forth" Various educational magazines.

UNIT 19 – QUANTITY FOOD PREPARATION

Subject: Cooking for a Preschool Group

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Participate in quantity food preparation for a preschool group of 25 children.	Become familiar with a cooking center (kitchen) for a preschool program including equipment, utensils, and staples. Plan and prepare a snack, breakfast, lunch, and/or dinner for a group of 25 preschoolers based on the Basic 4 and guides for attractive food preparation.	1. Plan and prepare recipes and meals for a group of 25 children. 2. Invite home economist, dietitian, or food-service authority as a speaker. 3. Visit and observe food-services department of the local vocational system, or visit a school cafeteria or hospital kitchen. 4. Collect and discuss cartoons showing children at mealtime. 5. Role-play the right and wrong ways of guiding a child into good eating habits.	Handouts: HO 19-1, Cooking Recipes for Preschool and Kindergarten HO 19-2, Apples, The Fun Fruit HO 19-3, Cooking Word List Books: Ames, "Child Care and Development" Foster, "Adventures in Cooking" Batjer, "Food for the Family" "Betty Crocker's New Boys' and Girls' Cookbook" Various preschool activities books with cooking experiences.

UNIT 20 — HOUSEKEEPING

Subject: Housekeeping in the Classroom

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the housekeeping duties required in the physical management of preschool, including ventilation, lights, walls, organization and distribution of supplies, clean-up procedures, etc. Organize the clean-up procedure for the preschool. Know the reasons for job rotation of housekeeping duties among staff.	Perform housekeeping skills needed for the proper care of the preschool. Organize and participate in the clean-up procedure of the preschool. Prepare rotating schedule of housekeeping jobs involved in the daily routine.	Develop evaluation checklist of classroom management skills. Evaluate performance of individual student aides. Invite some other nursery-school teacher to share her/his classroom management techniques. Students will observe two or three children as they do such activities as toileting and undressing. Develop basic rules to teach preschool children, such as: if you spill materials, pick them up. Make housekeeping-duties chart for rotating housekeeping jobs among both preschoolers and high school students. Plan and execute a new system for keeping materials and equipment in order in the preschool laboratory.	Books: Read, "The Nursery School: A Human Relationship Laboratory" Taylor, "A Child Goes Forth"

UNIT 21 - THE NURSERY-SCHOOL-FACILITIES AIDE

Subject: Job Classification & Facilities Aide

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . State the characteristics of a successful nursery-school facilities aide. State the general responsibilities of a nursery-school facilities aide. State the specific duties performed while on the job. List employment opportunities for nursery-school facilities aide in the community.	Know job requirements and responsibilities of a nursery-school facilities aide. Successfully perform as a nursery-school facilities aide for a preschool program. Know job opportunities for nursery-school facilities aide in the community. Know State standards for aide	1. Have as a guest speaker a person who is employed as a nursery-school facilities aide. 2. Develop a job profile for nursery-school facilities aide as was done for babysitter. 3. Work up list of duties of a facilities teacher aide. 4. Large map of area for classroom, pinpointing the various preschool programs. Note ones where jobs are presently available. 5. Work in preschool laboratory program at vocational high school as nursery-school facilities aide.	Standards for New Jersey Day Care Centers.

UNIT 22 – THE PRESCHOOL ACTIVITY LESSON

Subject: Planning Lessons for the Preschool

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . State the characteristics of a good lesson. Know the outline format of a lesson plan. Plan a 5-, 10-, and 15-minute preschool activity lesson. Carry out each lesson with the students playing the roles of the children. Gain experience in speaking before a group.	Write three lesson plans according to standard format. Teach three lessons consisting of one central idea or concrete experience first to fellow students and then to preschoolers.	1. Show videotapes of students teaching various activity lessons to the preschoolers. 2. Students will write 5-, 10-, and 15-minute preschool activity lessons, each using one central idea or concrete experience. The student will conduct this lesson in theory class. 3. Videotape each student's class presentation, to be evaluated as a group later. 4. Students will teach lessons previously developed in theory class to preschoolers in preschool lab. 5. Students will maintain a preschool lesson-plan card file, indexed according to preschool seasonal units.	Handout: HO 22-1, Preschool Activity Lesson Plan Books: Taylor, "A Child Goes Forth" Beyer, "Teaching Young Children" "Prekindergarten Discoveries" Various preschool activities books.

UNIT 23 – AUDIOVISUAL EQUIPMENT AND MATERIALS

Subject: Use and Care of Equipment and Materials

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Use and care for A-V equipment properly. Know how to procure, set up, operate, and return (1) overhead projector, (2) record player, (3) tape recorder, (4) filmstrip projector, (5) slide projector, (6) film projector, (7) video equipment and materials. To learn to evaluate A-V materials.	Know how to procure, set up, operate, and return A-V equipment and materials. Know how to care for, clean, and operate (1) overhead projector, (2) record player, (3) tape recorder, (4) filmstrip projector, (5) slide projector, (6) film projector, (7) video equipment. Evaluate several different examples of A-V materials.	- Each student is required to set up and operate the following A-V equipment: (1) overhead projector, (2) record player, (3) tape recorder, (4) filmstrip projector, (5) slide projector, (6) film projector, (7) video equipment. Maintain a student check-off list. - With students setting up and operating the equipment, present a variety of A-V materials for use in preschool. The students will evaluate each according to the needs and purposes of the preschool program. Their evaluations (on handout sheets) will be compared. - Have representatives of various equipment manufacturers visit and speak on their particular A-V equipment items, their care and use. - Students will write lesson plans involving various types of A-V equipment and materials and teach the lessons in the preschool laboratory.	Handout: HO 23-1, Filmstrip Evaluation Sheet. A-V equipment manuals A-V materials catalogs

UNIT 24 – STORYTELLING AND FINGERPLAYS

Subject: Storytelling and Fingerplays

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the basic considerations for selection of children's books, i.e., appropriateness to audience, whether it is for reading or telling, etc. Know the basic elements that help make a good book, such as size of print, illustrations, purpose, etc. gain experience in reading. Gain experience in reading and telling stories to young children. Know what fingerplays are, why they are used, how to teach them and dramatize them. Develop own collection of suitable fingerplays. Use fingerplays and teach them to young children. Use the flannelboard appropriately.	Know how to select a good children's book for a preschooler. Read a story to a preschool group. Tell a story to a preschool group. Conduct a storytime for a preschool group. Use fingerplays and teach some to children. Recall a variety of fingerplays suitable for a preschool group. Dramatize both a story and fingerplay with the aid of a flannelboard.	1. The students will each select three books from the preschool laboratory and evaluate them in terms of the criteria on handout sheet 24-1. 2. Read aloud from handout 24-2 and discuss the techniques for using the flannel board. 3. Show videotapes of students telling and reading stories to preschoolers. Evaluate according to guidelines for telling or reading story. 4. Each student will select one story to read and another story to tell to a preschool group and practice with others and on tape recorder until he/he is comfortable with them. 5. The flannelboard should be used as an aid. The student will evaluate own presentation by viewing a videotape made by the teacher or another student. 6. Each student will plan and develop a fingerplay file and recall to memory at least 10 different fingerplays. 7. Student will make a flannelboard-aid portfolio containing a variety of stories and fingerplays. (Will be part of job application presentation.) 8. Each student will conduct a storytime in the preschool laboratory program.	Handouts: HO 24-1. What Makes a Good Children's Book? HO 24-2. Guidelines for the Storyteller HO 24-3. Presentation of Minorities in Children's Literature Books: Anderson. "Storytelling With the Flannel Board" Ellis. "Fingerplay Approach to Dramatization" "Action Plays for Little Hands."

UNIT 25 – GAMES AND TOYS

Subject: Selection and Use of Games and Toys

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know how to select a safe and suitable toy for a young child. Know Federal regulations governing children's toys. Evaluate advertisements of children's toys. Conduct safe and suitable games for a small group of young children. Explain the value of games and toys in a young child's life.	Know how to select a safe and suitable toy for a young child. Conduct a safe and suitable game for a small group of children. Know the value of games and toys in a young child's life.	1. Each student will select at least five of the toys or pieces of play equipment used in the preschool laboratory program and evaluate them as to safety and suitability in terms of discussed criteria. For each, the student will write in what ways the toy aids in the child's development. 2. The students will observe children as they play with toys and in group games. What differences in their development does their behavior indicate? Students can write their observations. 3. Role-play a T.V. advertisement on videotape on a selected toy. The students should try to sell the product to the preschooler. 4. Each student will select and conduct the children in at least three games that aid in large-muscle development. 5. The students will make a game file for fine- and large-muscle development.	Handout: HO 25-1, Checklist for Judging a Toy Books: Toy Manuals Taylor, "A Child Goes Forth" Miller and Gerckens, "Developmental Skills for Early Childhood"

UNIT 26 – CHILDREN'S MUSIC

Subject: Songs, Records, and Instruments

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the value of music in a preschool program. Select a suitable song to teach a preschooler. Select records and tapes for preschool program. Know the names and nature of different rhythm instruments. Explain the value of rhythm in the preschool program.	Know a selection of songs suitable for preschoolers. Know how to conduct a rhythm session for preschoolers. Know how to play a musical instrument.	1. Make a song file. 2. Hold two or three class song festivals during the year, where each student teaches a song to the other students. 3. Observe and evaluate videotapes of preschoolers singing and playing. 4. Make a musical rhythm kit of homemade instruments. Some of the instruments can later be made by the preschoolers. 5. Have class rhythm band. Later the students will conduct a preschool rhythm band. 6. Have guest instructor come on a regular basis to teach guitar, auto-harp, etc. (whatever instrument students select).	Books: Taylor, "A Child Goes Forth" Petcher et al., "Helping Young Children Learn" Various preschool song books Records: Hap Palmer Albums. "Learning Basic Skills Through Music," Vols. I & II "Getting To Know Myself" "Holiday Songs & Rhythms" "Simple Folk Songs"

UNIT 27 - TEACHING TO WRITE

Subject: Manuscript Writing

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the value of using correct manuscript writing in the pre-school environment. Know methods of teaching manuscript writing to young children.	Know how to teach manuscript writing to young children. Use proper manuscript writing on charts and other instructional material.	1. Students write experience charts as a reading-readiness activity. The class will evaluate the charts as to techniques and appearance. 2. Work with helping young children learn to print their names. 3. The children will be taught to use fingerpaint to make sticks and balls for fine-muscle development and hand-eye coordination. 4. Teach the school students beginning writing, as though teaching the preschoolers.	Handout: HO 27-1, Manuscript (lettering chart) Book: Durkin, "Teaching Them To Read"

UNIT 28 – USING THE LIBRARY

Subject: Supplementary Materials

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the value of the library as a source of supplementary teaching materials. Effectively use the library system while active as a child-care teacher aide.	Know how to use the library system to find supplementary materials.	1. Visit a library for instruction in its use. Select supplementary materials for the preschool program. 2. Develop a reference library system in classroom. 3. Plan and present a preschool activity lesson which requires at least three different types of supplementary materials from the local library e.g., pictures, books, filmstrips. 4. Visit a library storytime.	The Library

UNIT 29 - THE AIDE AS A CLERICAL WORKER

Subject: Clerical Duties and Skills

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the need for clerical work in a child-care facility. Acquire the skills needed and perform certain routine clerical duties in the classroom. Operate and care for standard office equipment.	Know how to operate and care for standard school office equipment such as copying machine, typewriter, duplicating equipment, etc. Know how to perform routine clerical duties for the class, such as - taking daily attendance - entering marks - collecting money - filing and cataloging material typing and reproducing spirit masters and stencils, etc.	1. Each student must present a lesson to the preschoolers that requires a handout reproduced on a spirit duplicator. 2. Visit school office for instruction on equipment. Each student should serve at least one day helping in the school office. 3. Students will correctly file a variety of materials. 4. Invite a teacher aide or business instructor if possible to enrich instruction in record-keeping, use of equipment, etc. 5. Students will take care of routine business practices needed to run preschool efficiently, such as taking attendance, filing, cataloging, collecting money, etc.	Book: Beyer, "Teaching Young Children" Equipment manuals for office equipment.

UNIT 30 -- THE AIDE AS A SUPERVISOR

Subject: Supervising Duties

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the function of a supervisor. List the many supervising duties in a preschool program.	Know the techniques of supervising a particular duty such as bathroom, halls, cafeteria, playground, etc.	1. Observe in a nursery or primary school the supervision of recess (playground), loading and unloading buses, lunchroom, etc. Evaluate procedures. 2. Develop rules for children to follow during various activities, e.g., cafeteria rules. Discuss how to teach the young child to follow them. 3. Practice working in preschool laboratory program in various supervisory roles. 4. Take a group of preschoolers safely across a road. 5. Ride a school bus with early primary students. The group should discuss problems and solutions.	Books: Beyer, "Teaching Young Children" Taylor, "A Child Goes Forth"

UNIT 31 - THE FIELD TRIP

Subject: Taking a Field Trip

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the value of a well selected field trip as a concrete learning experience for the children. List local places to visit that would be valuable to the preschool program. Know how to plan, prepare for, and evaluate a field trip.	Know how to plan, prepare for, and execute a suitable field trip for a preschool group.	1. Make a large local field-trip map, noting all places to visit that are appropriate for the preschool program. 2. Arrange a walking field trip to supplement a particular learning experience of the preschoolers. Include letter to parents, arrangements, and evaluation. 3. Make a directory or file of preschool field trips within the school plant. 4. Make a directory of appropriate field trips in the area. 5. In connection with the "Gingerbread Man" story, conduct a "Gingerbread Man" hunt in the school with the preschoolers. This will familiarize them with all the aspects of the school they should be aware of. 6. Go with preschool on a field trip to some more distant attraction, such as a park, zoo, or circus.	Book: Taylor, "A Child Goes Forth"

UNIT 32 – OBSERVATION OF PRESCHOOLERS

Subject: Learning To Observe Preschoolers

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Through observation of young children's behavior, know the characteristic patterns of child growth and development. Observe children for physical, social, mental, and emotional growth. Conduct and record an observation objectively. Conduct a study in considerable detail of a single preschooler.	Observe children in an effective way for specific or general objectives. Objectively write up an observation.	1. Do a child study on one pre-school-age child. Make a general observation, observation of play activity, observation of Physical development, of social development, and of emotional development in school. Observe the child at home. Make a portfolio for the child, including observations, family background, personal statistics, etc. 2. Observe several different age children in school and on videotape for the same types of observations, e.g. a social-development observation. Make a comparison chart. 3. Write a nursery-school teacher to discuss the value of the observation technique in evaluating children's progress.	Handouts: HO 32-1, Social Development of Child HO 32-2, Emotional Development of Child HO 32-3, Guidance and Child/Adult Relationships

UNIT 33 - THE NURSERY-SCHOOL TEACHER AIDE

Subject: Job Classification: Nursery-School Teacher Aide

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . State the characteristics of successful nursery-school teacher aide. Review responsibilities of a nursery-school facilities aide. State specific duties and responsibilities performed by the teacher-aide while on the job, such as giving a lesson, reading stories, etc. List employment opportunities for nursery-school teacher aide in the community.	Know job requirements and responsibilities of a nursery-school teacher aide. Know State standards for nursery-school teacher aide. Successfully perform as a nursery-school teacher aide.	1. Have a guest speaker who is employed as a nursery-school teacher aide to describe her/his job responsibilities. 2. Role-play nursery-school teacher-aide duties. 3. Compile an employment directory of nursery-school teacher-aide opportunities. 4. Post classified ads daily. 5. Develop a job profile of the nursery-school teacher aide. 6. Prepare a large map for the classroom, pinpointing the various preschool programs in area. Note ones where jobs are available. 7. The students will work in the preschool laboratory program at the vocational school as teacher aide.	Previous units Handouts: HO 1-2, Standards for New Jersey Child Care Centers. HO 33-1, Some Specific Tasks of the Teacher Aide

UNIT 34 – PARENTS AND SCHOOL

Subject: Working With Parents

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain the value of parent interest and support to achieve a total educational experience for the child. Organize and work with committees composed largely of parents. Organize and conduct parent conferences to report on the preschooler's progress. Gain experience in working with people.	Organize and conduct parent committees related to the preschool. Organize and conduct parent conferences for children's progress reports. Work well with parents.	1. Observe a parent committee on videotape. Discuss group dynamics. 2. Organize and work with a specific parent committee in relationship to a specific task for the preschool, e.g., a Christmas party committee. 3. Role-play parent conferences. 4. Develop do's – and – don'ts list for working with parents. 5. Organize and conduct several parent conferences to report on children's progress. Make individual student folders.	Handouts: HO 34-1, How To Conduct the Conference Interview (See also Unit 9) Book: Beyer, "Teaching Young Children"

UNIT 35 – THE TEACHING UNIT

Subject: Developing the Teaching Unit

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know the function of the teaching unit in the preschool-program curriculum. Know the components of a well-planned teaching unit. Develop and write a teaching unit for a single-theme preschool program. Develop and write a seasonal activities teaching unit for a preschool program.	Prepare a teaching unit for a preschool program on one theme, e.g., the farm, the zoo, the family, etc. Prepare a seasonal activities teaching unit for a preschool program.	1. Show videotapes illustrating a variety of activities and lessons from one particular teaching unit. 2. Have students read and discuss a variety of preschool teaching units. 3. Each student will develop and write a one-theme teaching unit for the preschool program.* 4. Each student will write a seasonal activities-teaching unit for the preschool program.* *(The student who has difficulty in writing can collect writings and activities and copy or paste them on 5" x 8" cards)	Handouts – Sample teaching units HO 35-1, What Time Is It? HO 35-2, I Can Do It Myself! HO 35-3, I Try To Zip and Button And Tie

UNIT 36- DEVELOPING THE PRESCHOOL CURRICULUM

Subject: Preschool Curriculum

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know various curriculum approaches, such as subject-matter areas, unit areas, skill-development areas, etc. Develop and write an acceptable curriculum-guide outline. Explain how curriculum is dependent on the needs of the children.	Know various curriculum approaches. Develop a curriculum-guide outline.	1. Have a nursery-school director speak on how his/her curriculum was established. 2. Have students read and discuss various preschool curriculum guides which use different approaches. 3. Visit and observe several preschool and nursery-school programs. Discuss and evaluate the curriculum. 4. Write a curriculum-guide outline as a class group project.	Handout: HO 36-1, Sample curriculum guide Books: Taylor, "A Child Goes Forth" Petcher et al., "Helping Young Children Learn" Beyer, "Teaching Young Children" Draper & Draper, "Caring for Young Children"

UNIT 37 – READING READINESS

Subject: Readiness of Preschoolers for Reading

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Explain what is meant by the concept of reading readiness. Become aware of the controversy surrounding beginning reading.	Understand the concept of reading readiness.	1. Collect articles on the subject of when children should begin to read. Have students read and discuss the articles. 2. Develop a file of reading-readiness activities. 3. Plan and conduct a variety of readiness activities with the pre-school laboratory group.	Books: Durkin, "Teaching Them To Read" Taylor, "A Child Goes Forth"

UNIT 38 – THE EXCEPTIONAL CHILD

Subject: Working With the Exceptional Child

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Assist with the exceptional children in educational, institutional, or day-care centers. Know behavior patterns and responses of exceptional children. Know some approaches to disciplining the exceptional child. Know how to assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training. Know how to work with exceptional children during mealtime. Know how to direct exceptional children's activities involving language, social activities, and self-care skills.	Assist in the services provided for exceptional children in educational, institutional, or day-care situations, e.g. special education program in home school. Work with exceptional children and their parents in school setting. Work with professional personnel in facilities for exceptional children. Observe an exceptional child for special behavior patterns and responses. Write case study on particular child observed. Maintain discipline to prevent children from harming themselves and others. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training. Guide exceptional children in activities involving motor control, motor coordination, and perceptual motor training. Feed exceptional children or assist these children with mealtime activities. Direct exceptional children in language activities. Assist with exceptional children's activities involving social skills. Train exceptional child in self-care skills.	1. Observe a preschool program for exceptional children. 2. Write agencies involved with exceptional children. Ask for materials related to any of the exceptional children with whom you work. 3. Attend organization meetings of groups involved with exceptional children. 4. Develop guidelines for working with exceptional children. 5. Develop activities file for working with exceptional children. 6. Develop storytime kits to be used specifically with exceptional children. 7. Plan one or more activities which will help to improve the social skills of the exceptional child. 8. View film "More Than Love"	Book: "Child Care Aide," Texas Tech University School of Home Economics Filmstrip: "Learning Problems," Parents Magazine

UNIT 39 – CAREER AWARENESS FOR PRESCHOOLERS

Subject: Developing Career Awareness in Preschoolers

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Become aware of career awareness education at the preschool level. Learn how to develop career awareness in the preschool program through teaching activities and learning centers on occupations.	Develop a teaching unit with activities in the field of career awareness for the preschool program. Develop a learning center in the area of career awareness for the preschool program.	1. The student will plan and write a teaching unit on career awareness in the preschool. 2. The student will plan and develop a career-awareness activities file for preschoolers. 3. Develop a learning center on career awareness for preschoolers. 4. Make a resource directory of various career people to visit the preschool. 5. Develop a directory of field trips that will promote career awareness in preschool children.	Book: Taylor, "A Child Goes Forth"

UNIT 40 – THE ASSISTANT GROUP TEACHER

Subject: Job Classification: Assistant Group

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . State the characteristics of a successful nursery-school assistant group teacher. State the responsibilities of a nursery-school assistant group teacher. State specific duties and responsibilities performed while on the job. List nursery-school employment opportunities in the community.	Know job requirements and responsibilities of an assistant group teacher in the nursery school. Know State standards for nursery-school assistant group teacher. Perform successfully as a nursery-school assistant group teacher.	1. Have guest speakers who are employed as nursery-school assistant group teachers. 2. Develop job profile for nursery-school assistant group teacher. 3. Prepare a large map for the classroom, pinpointing the various preschool programs in area. Note job openings. 4. Work in preschool laboratory program as an assistant group teacher.	Previous units Standards for New Jersey Child Care Centers

UNIT 41 - GETTING THE JOB

Subject: Securing a Job in the Child-Care Area

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . List the various job careers in the area of child development and care. List local organizations that might offer job opportunities in the area of child development and care. Write a letter of application, using correct business form. Know appropriate conduct for a job interview. Evaluate personal vocational skills. Prepare and write a resume for a job application.	Know what job opportunities are available in the community in the area of child care. Know how to write a letter of inquiry and a letter of application. Know proper conduct during a job interview. Know how to evaluate own trade skills as outlined on summary sheet. Know how to write a resume.	1. Students will survey the community and prepare a classroom map locating each job opportunity. 2. Visit employment agency and have various students interviewed by counselors. 3. Role-play the job interview on videotape. Evaluate. 4. Students will find want ads in classified section of local newspaper and post them on bulletin board. 5. Teacher and students will review trade skills summary sheet. 6. Students will write letters of inquiry, letters of application, and resumes for various job openings found in newspaper. These will be mailed to the parties concerned if appropriate.	Handout: HO 41-1, Resume blank HO 41-2, Student Skill Summary Sheets Books: "Exploring Careers in Child Care" Olsen, "Your Job and Your Future" Pamphlet: A Manual for the Beginning Worker in a Day Care Nursery Film: Finding the Right Job Filmstrips: How to Apply for a Job Getting and Keeping Your First Job, Parts I and II

UNIT 42 – FIELD EXPERIENCE

Subject: Practice Working as a Child-Care Teacher Aide

Objectives	Student Responsibilities	Teaching Suggestions	References
The student will . . . Know through personal observation the different types of pre-school programs. Gain on-the-job training working as an aide in a preschool program. Keep written records of observations and work plans while practicing as an aide.	Observe for an extended period of time the preschool program of a private nursery school and/or day-care center. Work for an extended period of time in a preschool program in a private nursery and/or day-care center as an aide. Make written observations and work plans during the time worked at child-care center.	1. The student will observe and practice serving as an aide at an outside preschool program.	Books: Leeper, "Good Schools for Young Children" Taylor, "A Child Goes Forth" Homemaking Education: Resource Materials For the Playschool Films: Head Start Child Development Program Films Helping the Child To Accept the Do's Helping the Child To Accept the Don'ts



State of New Jersey
DEPARTMENT OF INSTITUTIONS AND AGENCIES
DIVISION OF YOUTH AND FAMILY SERVICES

Frederick A. Schenck
Director

One South Montgomery Street
Trenton, New Jersey 08625

INFORMATION AND REGULATIONS FOR ESTABLISHING
CHILD CARE CENTERS

This is to acknowledge your inquiry concerning State certification of child care centers. Enclosed is a copy of the "Standards for Approval of Child Care Centers," and an Application for Certificate of Approval in the event you should decide to open and operate a child care center.

As a first step in requesting a Certificate of Approval, an applicant must expedite the following procedures 45 days prior to the anticipated opening date:

1. Complete and submit the application, together with a check for \$75 made payable to the "Treasurer, State of New Jersey," and written certification from your own municipality that your facility meets all local fire, sanitation, and building codes. If violations have been cited (other than imminent hazards) by the local authorities, forward the inspection report to this Division so that your application can be processed while you take the necessary steps to abate them. Once you have, you should then submit final written approval from local fire, sanitation and building authorities certifying the violations have been abated.
2. An applicant must submit either separately or with the above, the items listed below:
 - a. A photostatic copy of the New Jersey Nursery School Teacher's Certificate for the head teacher/director and written verification of his or her previous and present employment in an approved child care center.
 - b. Official college transcripts for the group teacher(s) and written verification of his or her previous and present employment in an approved child care center.

However, it is imperative that the materials requested in No. 1 be forwarded as soon as possible, so that this Division can schedule an inspection of the applicant's building to insure that it is equipped to protect the health, safety, and well-being of the children.

In addition, if a child care center prepares or purchases food that is served to the children in a center, the applicant is required to meet the standards of Chapter 12 of the New Jersey State Sanitary Code. Accordingly, a representative of the State Department of Health, Division of Consumer Health Services, also may be inspecting the

the facility during this inspection period to insure that the facility complies with that code.

If the inspection performed either by this Division or by the Division of Consumer Health Services reveal that the facility is not in conformance with State standards, this agency will send the applicant a list of the violations specifying the time period within which the applicant is required to abate them.

In addition, the following items must be kept on file at all child care centers and available for inspection by a representative of the Child Care Licensing Section:

1. The names of any additional personnel employed at the facility, noting the positions which they hold.
2. The name of the doctor on call for the facility.
3. A photostatic copy of the facility's insurance coverage - specifically fire, comprehensive liability, and workmen's compensation.
4. If the facility provides transportation, a photostatic copy of the insurance coverage on the vehicle, and a copy of the bus driver's license.
5. A copy of the center's health form.
6. A copy of the center's registration form.
7. A copy of the results of the annual physical examination, and a copy of the X-ray or tine tests for all staff members.

When an applicant's center meets all State requirements, this Division will send to the applicant a Certificate of Approval confirming that provisions of State child care law and standards have been met and allow the applicant to begin operating it's center. Following this, the Division's Early Childhood Development Unit will send a specialist to visit the facility at a later date to provide the applicant with any assistance necessary to help improve and strengthen the program.

It must be emphasized that under Section 1 b of the Standards, you must not open or operate a child care facility until a valid Certificate of Approval has been issued by this Division. If you do, you will be guilty of violating provisions of State law and will be subject to legal action.

We hope that this information will clarify your concerns. If you should have any questions, please contact this office.

Licensing Section

ENCS.



State of New Jersey
DEPARTMENT OF INSTITUTIONS AND AGENCIES
DIVISION OF YOUTH AND FAMILY SERVICES

Frederick A. Schenck
Director

One South Montgomery Street
Trenton, New Jersey 08625

STANDARDS FOR APPROVAL
OF
CHILD CARE CENTERS

THE CHILD FROM TWO TO FIVE

1959
Revised
1973

DEFINITIONS

The term, child care center, used in Chapter 303, P.L. 1946, applies to all private centers enrolling more than five children between two and five years of age with four exceptions.¹

By whatever name the group is called, e.g., private nursery school, day nursery, cooperative group, play group, the program should provide for all phases of a child's physical, social, emotional, and mental development.

PURPOSE OF STANDARDS

1. To establish adequate standards for physical facilities, personnel and a program for the care and guidance of children in the two to five year age group.
2. To provide a basis for consultation with boards and staffs of child care centers and to inform them regarding the requirements necessary for obtaining a certificate of approval from the State Department of Institutions and Agencies.
3. To provide a source of information whereby the public may be informed of the status of these groups.
4. To protect the standing of reputable nursery schools and other child care centers.

¹It shall not include (1) the State Board of Children's Guardians of the Department of Institutions and Agencies, or (2) any aid society of a properly organized and accredited church or fraternal society organized for aid and relief of its members, or (3) any children's home, orphan, asylum, children's aid society, or society for the prevention of cruelty to children, incorporated under the laws of this State and subject to visitation or supervision by the State Department of Institutions and Agencies, except in the conduct of a philanthropic day nursery, or (4) any other public agency operated by a county, city, municipality or school district.

1. Procedure for Operating Centers

- a. A person or persons planning to open a center for a group of more than five children over the age of two and under the age of five years, in which any tuition, fee, board, or other form of compensation for the care of the children is charged, shall apply to the State Department of Institutions and Agencies for an Application for Certificate of Approval.
- b. Every private group, coming under the provisions of N.J.S.A. 18A: 70-1 to 9^b shall apply for and obtain from the Commissioner of Institutions and Agencies a Certificate of Approval before opening.
- c. The application form shall be completely filled in and filed with the Commissioner of Institutions and Agencies, accompanied by a money order or a certified check for seventy-five dollars (\$75.00) made payable to "Treasurer, State of New Jersey" (Chapter 116, P.L. 1954). In the event the certificate is denied this fee shall be returned.
- d. A visit shall be made by a representative of the State Department of Institutions and Agencies and a report made to the Commissioner of Institutions and Agencies.
- e. The housing shall meet local building, sanitation, and fire codes.
- f. The local health and fire departments shall certify that there is no hazard to the health and safety of the children. Stairs, furnace, hot water heater, bathroom, kitchen, exits, fire escapes, fire extinguishers, plumbing and the electrical facilities shall have been found to be safe and there shall be no other undue hazards.
- g. A Certificate of Approval shall be issued to any child care center that qualifies under the standards. This Certificate of Approval shall be in force for a period of three years unless revoked for a good cause. The Commissioner of Institutions and Agencies may issue a temporary certificate for a shorter period.
- h. The Certificate of Approval shall state the maximum number of children for which approval is granted.
- i. The Certificate of Approval shall be renewed every three years, subject always to the approval standards.
- j. Any changes in the location of the nursery, the building, enrollment, or staff after a Certificate of Approval is issued, shall be reported to the State Department of Institutions and Agencies within 30 days.
- k. A Certificate of Approval of a child care center or facility may be denied, suspended or revoked if, after a physical inspection of the premises and a hearing performed, conditions are found which are hazardous and which, if not corrected or abated, would endanger the health, safety and well-being of the children and/or occupants of the child care facility. If such conditions are found to exist, the Commissioner, or his designated representative, shall order an immediate correction or abatement of any and all violations that present an imminent hazard to the health, safety and well-being of the children and/or occupants of the center or facility, or, upon good cause, may request the premises to be vacated until such time as the safety and well-being of the occupants has been secured.

^b Standards for the Issuance of a Certificate of Approval for Child Care Center Pursuant to N.J. Statute Annotated 18A: 70-1 to 9.

PERSONNEL

1. There shall be a minimum of two adults for any total school group.
2. The children shall not be left unattended at any time.

Qualification of Staff

1. The person responsible for setting the educational policies and program shall be a qualified nursery school teacher as here and after prescribed.
2. Each adult person connected with a child care center shall present to the center an annual written statement from a qualified physician certifying his physical health, including freedom from tuberculosis determined by medical and chest X-ray examinations.

Director

1. The director shall be qualified by professional knowledge, training and experience in the fields of education, child psychology, social group work or social case work.
2. If he is responsible for the educational program, he shall meet the qualifications hereinafter prescribed for the head teacher and in addition should have administrative ability and be able to work effectively with people. (The director and head teacher may be the same person.)

Head Teacher

The head teacher shall be the person responsible for the school program.

1. The head teacher shall
 - a. Hold a New Jersey nursery school certificate.
 - b. Have had at least two years teaching experience in an approved nursery school as a teacher.

OR

2. The head teacher shall
 - a. Hold a New Jersey teacher's certificate with a nursery school endorsement, based on six semester hour credits of specialized nursery school training as specified in the rule.
 - b. Have had at least two years teaching experience in an approved nursery school (under a qualified nursery school teacher).

Group Teacher

A group teacher is one who teaches under the supervision of a head teacher.

1. A group teacher shall
 - a. Have had two full years of college work.
 - b. Have had fifteen semester hours of college work in the areas of nursery school curriculum and child development.
 - c. Have had one year's teaching experience as an assistant or as a student teacher in an approved nursery school.

OR

2. A group teacher shall
 - a. Have had 15 semester hours of college work in early childhood education including child development and curriculum, and be enrolled in a college program.
 - b. Have had two years' experience as an assistant in an approved nursery school (under a qualified nursery school teacher).

Assistant

1. He shall be a high school or secondary school graduate, or a parent.

(The State regulations go on to include information on physical facilities, health care, and transportation.)

Pre-Test for Students
My Experiences With Young Children

1. Who are the children in your home? Give their ages.

Ages: Boys: _____ Girls: _____

Put a circle around the age that stands for yourself.

2. Do you take care of any of your brothers or sisters?

3. Do you take care of other people's children?

Number: _____ Ages: _____

4. How often do you take care of children?

5. Do you ever have trouble putting a child to bed?

6. Have you ever prepared food for children?

7. Have you ever bathed and dressed a child?

8. Have you ever had the responsibility of taking a child to the toilet?

9. Have you ever taught Sunday School class or any other organized children's group?

10. Have you told or read stories to children?

11. Have you ever taught nursery rhymes to children?

12. Have you ever bought toys for children?

13. Do you know any children who suck their thumbs?

14. Have you ever seen a child have a temper tantrum?

15. Do your little brothers and sisters fight or quarrel?

16. Describe a problem you have had in taking care of children.

17. List three or four things you would like to learn to help you understand children better.

18. How many children do you wish to have when you are a parent?

19. When is your birthday? What is your favorite cake?

20. I like myself because (twenty words or more)

DISCIPLINE IS NOT SOMETHING YOU DO TO SOMEBODY*

Ten golden rules based on the premise that, in a classroom, discipline means helping a child learn to control himself.

Might as well face it. You simply can't make a child do anything he refuses to do. Try, and you end up in a power struggle that only serves to make life in the classroom unpleasant for everybody.

Still, a lot of teachers, wittingly or not, use iron-will as a disciplinary tool. I know that, when I ask teachers in my classes to define *discipline*, they usually come up with a definition on the order of this one: "Discipline is how you get a child to do what you want him to do." I always hope that, by the time the class is finished, a group's definition will have changed to something like: "Discipline is how we help *children* learn to control themselves."

The fact is, any method of behavior control in which the child is not a partner is likely to fail. Rewards, for example, may work for a time but, somewhere along the line, cognitive factors — the fact that humans (including those that happen to be children) think — are bound to defeat the system.

Children are quick to perceive that they're being manipulated and they don't like it any better than adults would. One youngster, for instance, put it to me this way: "You're trying that behavior (modification) stuff on me. My dad told me about it. He tried it, but it didn't work." The message was clear: He was going to resist my efforts — no doubt, successfully — just as he'd resisted his father's.

It's true that the success of a democratic government hinges on an informed and consenting electorate. It's also true that the success of a democratic classroom requires, to the extent possible, informed and consenting children. It is for the democratic classroom then, that the following guidelines for helping children control themselves are designed.

1. Describe precisely the behavior you want. Make sure a child knows exactly what you expect of him, and then, reward him for doing it. (Rewards, by the way, don't have to be material things like candy, toys or money. Your kids want to please you; letting them know they have can be highly motivating reward.) Such precision is much better than forcing a child to guess what you want, and then, punishing him if he guesses wrong.
2. Ignore slight misbehaviors. Attention to them may be the reward a child wants. When there is no reward for misbehaviors, they're discontinued.

* An article by Thomas G. Banville, published in *Early Years*, February 1975

3. Don't lose your cool. Control your temper when you deal with misbehaviors; remain calm and speak quietly. However, it's perfectly all right, advisable, in fact, to let the children know you're angry. Once they realize that strong feelings are normal, that you have them, too, and that you can control yours, they'll be better equipped to handle their own emotions.

I'll never forget the mother who gave me this description of how she was "curing" her son's biting habit: "I show him how mad it makes me," she said, "by biting him anytime I catch him biting anyone. He's going to learn!" He was learning all right. What he was learning is that, if it's okay for mommy to show anger by biting, it's okay for him, too.

4. Avoid arguments with your children. Once you give an instruction or order (and are sure you've been heard and understood), ignore any complaints and don't discuss it further.

One of my teacher/clients disagrees on this point. She makes allowances when she feels she's been too strict. If, for example, a child isn't feeling well, she doesn't make an issue of sticking to rules.

In answer, let me point out that, even when teacher's feeling rotten, she has to obey the stop signal at the end of the block. Adults often have to live within annoying restrictions, and any teacher who sets elastic limits is only leading her children down the garden path.

5. If you give children an unpleasant task, let them know that you've planned something pleasant to follow it.
6. Reward desired behaviors at once. No matter how long a task takes, reward should immediately follow satisfactory completion. If a child's performance is not exactly what you want, reward distant approximations of the desired standard, rather than admonish below-par achievements. Raise your criterion for acceptable work. This is a gradual process which, if done properly, has the added benefit of assuring the child success every time.
7. Be sure to reward a child's efforts to correct his behavior. Once you've punished him for a broken rule, forget the affair. Don't continue to withhold approval of his acceptable behaviors.
8. Avoid trying to get a child to confess to a misdeed. If you don't know for sure that he's guilty, he shouldn't be forced to confess. Even if you know he's guilty, trying to force a confession will generally result in a lie.

Instead, tell the "culprit" you know he broke a rule and describe exactly what he did, inform him that you don't want him to do it again. Advise him of both the pleasant consequences that follow observing the rule and the unpleasant consequences of breaking it. Then drop the matter.

9. Keep scoldings confidential. If you must reprimand a child, do it: (1) at the time of the offense, not after class; (2) quietly, and (3) out of earshot of others. It's a terrible thing to be humiliated in public — for children or adults.
10. Teach responsibility. Train your children to be responsible for their behavior by offering them choices. You can't make a child do anything he refuses to do. What you can do is point out that there are natural consequences resulting from his freedom to choose; then, if he insists on a course you advise against, follow through with those consequences.

PRESCHOOL JOB ASSIGNMENT SCHEDULE
(Teacher Aide Rotating Schedule)

Week of _____

Day L _____

<u>Daily Job</u>	<u>Time</u>	<u>Person Assigned</u>
Greeting	12:15-12:30	
Round Table	12:15-12:30	
Free-Choice Play	12:30-1:15	
at Play Centers		
Block		
Science		
Art		
Housekeeping		
Cooking		
Listening/Books		
Games		
Woodworking/Water Table		
Circle Time	1:15-1:30	
Attendance/Name tags		
Calender		
Theme for the day		
Clean Up/Toilet Time	1:30-1:40	
Active Game	1:40-1:50	
Snack Time/Story	1:50-2:00	
Large-Group Time	2:00-2:15	
Dismissal	2:15-2:20	
Coats		
Line		
Other		

TEN REPRESENTATIVE SCHEDULES

(1) Half-Day Session

From p. 331 of *The Kindergarten Teacher*, by Helen Heffernan and Vivian E. Todd

8:30 - 8:45 Arrival and Health Inspection

Teacher greets children, helps adjust wraps for indoor or outdoor activities, helps make disposition of properties and possessions which have been brought from home.

8:45 - 9:40 Work and Play Activities - Indoors

These may be alternated with outdoor activities in warm weather.

Choice of work and play period activities, including:

1. Play house and doll play
2. Block building
3. Art activities
4. Construction activities
5. Manipulative games
6. Looking at books

Culmination of the hour's experience may take the form of: a short evaluation involving small groups, discussion of period's happenings, story or record that depicts on-going activities.

9:40 - 9:50 Clean-up period

9:50 - 10:00 Toileting and Hand washing

10:00 - 10:20 Juice and Rest (Rest would depend on how active morning activities had been and children's need.)

10:20 - 11:30 Outdoor Activities

These activities include the use of:

1. Large physical apparatus
2. Wheel toys
3. Climbing apparatus - ladders, jungle gym, planks, packing boxes
4. Outdoor playhouse and tree house
5. Digging and gardening
6. Sand box and water play (weather permitting)
7. Care of pets
8. Guided science activities, supervised active games
9. Musical experiences

11:30 - 12:00 Games, Rhythmic Activities, Singing, Stories, Listening to Records, Dramatization, Language Experiences

12:00 Dismissal

(2) Half-Day Session

From p. 213 of *Parents and Children Learn Together*, by Katharine W. Taylor

9:00

Arrival

Work/Play Period

Outdoor and indoor

Painting and other creative activities

Clay, dough

Block building

Woodwork

Housekeeping activities

Climbing and other large-muscle activities

10:00

Clean-up Activities

10:15

Mid-Session Break

Snack time

Quiet activities

Stories, special interests, conversation

10:30

Work/Play Period

Science discoveries

Records and/or singing

Sand and water play

Short walks around neighborhood

11:15

Clean-up Activities

11:30

Dismissal Activities

(3) Half-Day Session

From p. 140-141, *Good Schools for Young Children*, by Sarah H. Leeper and others

Arrival (15 minutes)

Free play for approximately an hour. The teacher plans and prepares for this period in advance. Many and varied activities are provided and many materials are utilized. These activities are varied from day to day.

A period for routines of toileting, eating, and resting or relaxing. The rest period may be a story hour or quiet music. (15 - 25 minutes, depending upon time needed for rest.)

Total group activity. This period may include singing, experimenting with rhythm instruments, listening to records or a story, or dramatization of a story read. (20 - 30 minutes)

Outdoor play (if not included in first period and if weather permits). All of the work-play periods are closely supervised, and the activities are guided by the teacher. (60 minutes)

Evaluation and planning for the next day. (20 minutes)

Dismissal. (Overall school day is approximately 3½ hours.)

(4) Half-Day Session

From p. 141-142, *Good Schools For Young Children*, Sarah H. Leeper and others

Arrival, Planning, and Sharing. (25 minutes)

Outdoor play, followed by toileting and handwashing. (50 minutes)

Snack time, followed by a 10- to 15-minute rest period. (20 minutes)

Group quiet time — science, music, art, or literature. Creative dramatics, creative songs, music for listening, can be included. Creative activities involving art media may be planned for this period. On another day this period may be a work-play period in which each child works indoors in the activity of his choice. (50 minutes)

Clean-up. (10 — 15 minutes)

Quiet time and preparation for dismissal. A summary period including a game, song, or story, followed by getting wraps and materials to take home. (15 minutes)

Dismissal. (Overall school day is approximately 3 hours.)

(5) Full-Day Session

Adapted from p. 34, *A Nursery School Handbook for Teachers and Parents*, by Marjorie M. Green and Elizabeth L. Woods.

8:30 — 9:00 Arrival and health inspection.

Children choose own small-group activities.

9:00 — 10:00 Planned activities in small groups with materials and equipment that will help the child develop physically, socially, intellectually.

10:00 — 10:30 Juice and crackers or cookies.
Toileting and handwashing.
Rest period.

10:30 — 11:30 Planned activities — earlier activities may be continued and new ones introduced. Emphasis may be placed on quiet activities toward the end of the morning.

11:30 — 12:00 Story period, toileting, handwashing, and preparation for lunch.

12:00 — 12:30 Lunch. Quiet music after lunch.

12:30 — 1:00 Toileting, washing, a quiet story before sleep period.

1:00 — 1:45 Sleep period. For those who awake earlier, quiet table activities should be offered.

1:45 — 3:00 Free-choice play.

3:00 — Pickup Dressing, toileting, mid-afternoon snack. Outdoor or indoor activities.

Clean-up. Planning for next day's events.

Dismissal.

HO 4-2d

(6) Half-Day Session

From p. 27, *The Beginning Kindergarten Teacher*, by Lorraine Galet and Jerome E. Leavitt

- 8:30 - 8:45 Removal of wraps, health inspection, informal conversation, looking at books, watering plants or other jobs. Attendance.
- 8:45 - 9:00 Conversation and stimulation for work.
- 9:00 - 9:30 Work period.
- 9:30 - 9:45 Evaluation of work.
- 9:45 - 9:50 Clean-up.
- 9:50 - 10:00 Change rooms.
- 10:00 - 10:10 Singing and rhythms.
- 10:10 - 10:40 Play period, indoors or outdoors.
- 10:40 - 10:50 Clean up.
- 10:50 - 11:05 Story time.
- 11:05 - 11:15 Get wraps, finish work, and prepare for dismissal. In rainy or cold weather, more time would be required for putting on boots, raincoats, or snow suits.

(7) Half-Day Session:

Adapted from p. 90, *Teaching the Young Child: Methods of Preschool and Primary Education*, by Lillian M. Logan.

- 8:30 - 9:20 Free play: choose activities, experiment, converse, solve social problems, dramatize
- 9:20 - 9:35 Language arts
- 9:35 - 9:50 Health habits; toilet habits
- 9:50 - 10:00 Quiet time
- 10:00 - 10:30 Free play or directed play
- 10:30 - 11:00 Music or reading readiness
- 11:00 - 11:30 Stories, games
- 11:30 - 11:45 Put on wraps, play outdoors
- 11:45 - 12:00 Dismissal

(8) Three-Hour Session

From p. 90, *Teaching the Young Child: Methods of Preschool and Primary Education*, by Lillian M. Logan

- 8:30 - 9:00 Arrival, health inspection, room activities, sharing
- 9:00 - 9:30 Outdoor play, rhythms, excursions, or some organized group endeavor.
- 9:30 - 9:40 Toileting
- 9:40 - 10:00 Rest or quiet period.
- 10:00 - 10:15 Snack
- 10:15 - 11:00 Work period with clean-up responsibilities
- 11:00 - 11:30 Varied activities: singing, dramatization, science and art, music, excursions, and story period
- 11:30 Dismissal

(9) Two-and-a-Half-Hour Session

From p. 91, *Teaching the Young Child: Method of Preschool and Primary Education*, by Lillian M. Logan

- 9:00 - 9:30 Social living
 - Arrival, inspection, room interests
 - Indoor activities: blocks, playhouse, books, puzzles, manipulative activities, easel painting, clay, etc.
 - Clean-up, evaluation, and conversation
- 9:30 - 10:00 Language Experiences in small groups; organized games for the total group.
- 10:00 - 10:30 Routines
 - Bathroom
 - Rest, milk, listening to records
- 10:30 - 11:00 Outdoor play, excursions, story
- 11:00 - 11:30 Creative activities
 - Monday: singing
 - Tuesday: rhythms and singing games
 - Wednesday: rhythm band
 - Thursday: dramatizations
 - Friday: library
- 11:30 - 11:40 Dismissal

(10) Full-Day Session

From p. 91-92, *Teaching the Young Child: Methods of Preschool and Primary Education*, by Lillian M. Logan

- 8:30 - 9:25 Arrival, inspection, free play, fruit juice
- 9:25 - 9:50 Group meeting, sharing period, plans for work
- 9:50 - 11:00 Work period, clean-up, story time
- 11:00 - 11:30 Music and preparation for lunch
- * 11:30 - 12:15 Lunch
- 12:15 - 1:15 Outdoor play
- 1:15 - 3:00 Rest on cots
Preparation for rest
Sleep
Dressing, making beds, bathroom, milk and cookies
- 3:00 - 3:30 Outdoor play when weather permits.
Listening to records or stories in inclement weather
- 3:30 Dismissal

SUGGESTIONS FOR ASSISTING IN PRESCHOOL PROGRAM

1. Accept the child as an equal, not as an inferior, a plaything, a god, or an errand boy.
2. In addressing the child, be constantly aware of his/her age level. It is so easy to slip into a habit of talking above a child's head.
3. When talking with a child, try to get yourself down to child level physically by squatting, kneeling, or sitting. Think of how difficult it would be for you to address a person who is at the top of a telephone pole.
4. Avoid baby talk, even when the child himself speaks indistinctly. He learns from your example, and if your example is poor, the learning is poor.
5. Resist the temptation to prompt conversation, to suggest and put words into the child's mouth. Above all, conversation must be completely spontaneous - though it may be stimulated in many ways, often by telling the child of your own recent experiences.
6. Always try to maintain a calm, unemotional behavior regardless of what a child does. Level of excitement is contagious, and if you remain calm, an excited child will become calm, too.
7. When assisting at the school, make a conscious effort to speak and move quietly and slowly.
8. *Do not call to a child across the room.* Go to the child, stop him/her, and say his/her name. Be sure that you have the child's attention before you proceed to give the necessary instructions. Do it quietly and without attracting undue attention from other children.
9. Try to avoid overdemonstrative affection toward a particular child. In many cases, the child doesn't want it, and in any case it may lead other children to infer partiality on your part for the child toward whom you show the affection.
10. Try to be impartial in all your dealings with the children.
11. With regard to the child's ability to face facts and accept them, the attitude to be encouraged is not "sour grapes," but "I wanted it, but I can't have it, so I am doing something else."
12. If a child "tattles" persistently, praise his behavior in refraining from the activity which he reports, but do *not* praise him for tattling.

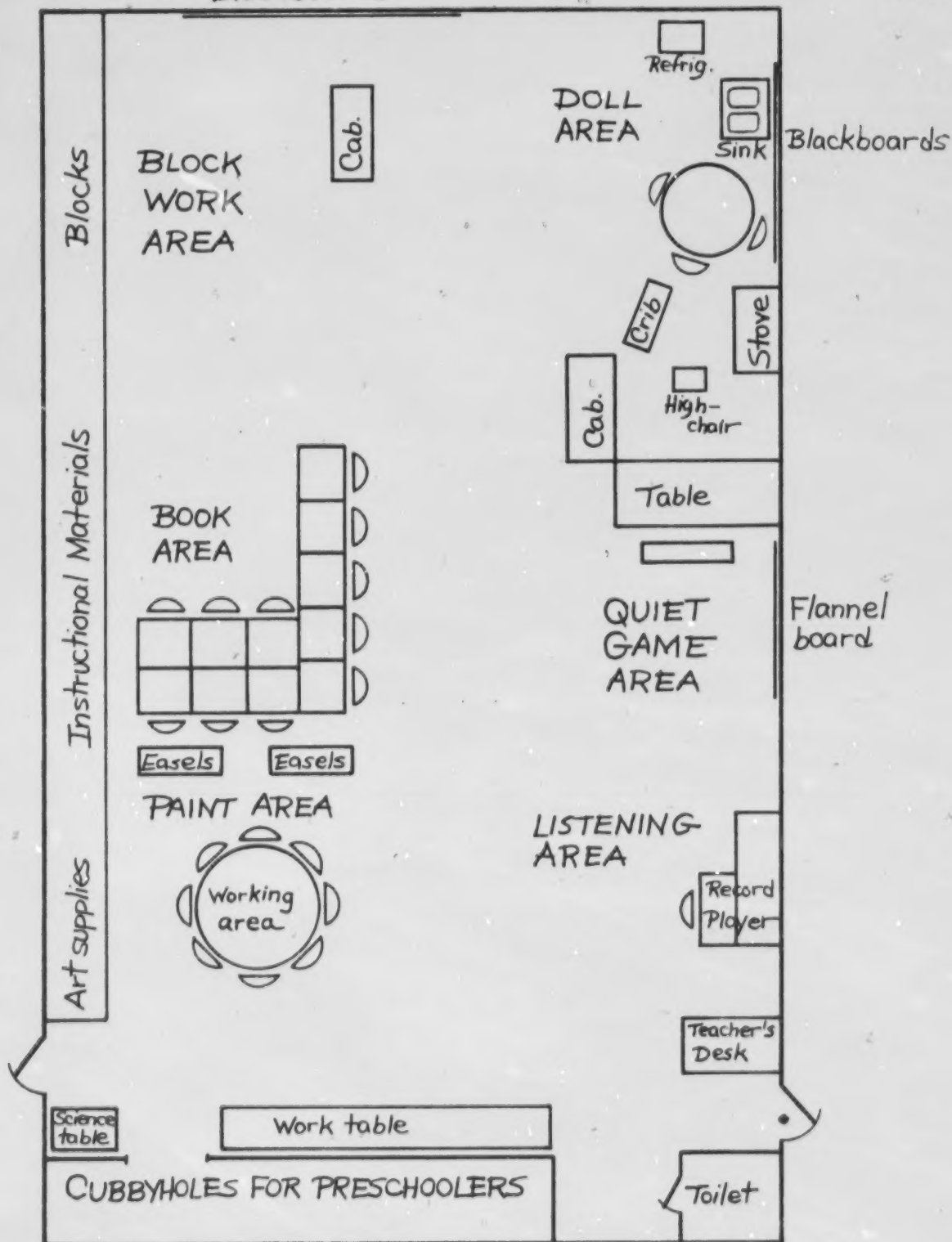
IN CONTROLLING THE GENERAL ACTIVITIES OF CHILDREN

13. Respect and understand that a child's sense of time is different from that of an adult. Do not attempt to end activities too abruptly – particularly free play, when he may be creating something. Give a warning of things to come. *Prepare* for a change of activity – “Soon it will be pick-up time.”
14. Lean heavily on “Now is the *time* for this or that.” It is an impersonal (and effective) approach.
15. Make clean-up time a preparation for the new activity. *Assist* the child, give him a feeling of “togetherness” in it.
16. When you are asking the child to conform to an expected routine, be careful *not* to offer him a choice (“Don’t you want to . . .?”) On the other hand, suggestions or directions not involving necessity *should* offer a choice.
17. Avoid putting pressure on a child to get him to play with the other children. Try to make the group activity so desirable that the solitary child is drawn into the activity by his/her own wish to be with the group.
18. Avoid approaching an unoccupied child with, “What do you want to do now?” or “Why aren’t you doing something?” Try to find some other means of interesting him in some activity. Give him a little time – if he wanders too long or too much, try to create some situation where he is *needed* to help.
19. In simple manual activities (e.g. cutting with scissors), let the child do most of the work, especially when the task is simple.
20. Demonstrate complex work. Break it down into simple steps. Then say, “Now *you* do it.”
21. Try to give as few directions as possible. When they are necessary, make them positive. “Let’s do this – we *do* it this way.” *Eliminate the don’ts.*
22. Avoid giving commands which you are not prepared to enforce. Don’t give them unless you can back them up *immediately*.
23. Try to observe needs for equipment or help and quietly supply them without directing or assisting too much with the activity. Also observe and remove equipment for which the need has passed, or which is in danger of being misused, or which will clutter up the activities.

24. When a child voluntarily demonstrates his work, praise the work. Also praise the spontaneous initiation and conduct of work.
25. *Follow through* to completion any situation you have initiated with one child before proceeding to another.
26. Avoid trite, idle questions. "Would you like to tell me about . . . ?" is a good way of asking if you really want to find out something.
27. Do not ask for a child's suggestions unless you are ready to accept them.
28. Try to restrain your impulse to interfere in a child's activity even though you see it is leading to disastrous results. Let the child learn to accept responsibility for his/her own behavior.
29. In cases of conflict between two children, *withhold your interference* if possible, and see if the children won't settle it themselves to better advantage.
30. Reward or punish the *behavior* of the child, not the child himself. "That's good, Tommy. Going to the store is good." *Not* "You're a bad boy for biting Harry."

Blackboards

HO 5-1



DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

12 Months

POSTURE AND LARGE MOVEMENTS

- Sits well and for indefinite time.
- Can rise to sitting position from lying down.
- Crawls rapidly on all fours.
- Pulls to standing and lets himself down again, holding onto furniture.
- Walks round furniture, stepping sideways.
- Walks with one or both hands held.
- May stand alone for a few moments.

VISION AND FINE MOVEMENTS

- Picks up small objects, e.g. blocks, string, sweets, and crumbs, with precise pincer grasp of thumb and index finger.
- Drops toys deliberately and watches them fall to ground.
- Looks in correct place for toys which roll out of sight.
- Points with index finger at objects he wants to handle or which interest him.
- Watches small toys pulled along floor across room 10 feet away.
- Out of doors, watches movements of people, animals, motor cars, etc., with prolonged intent regard.
- Recognises familiars approaching from 20 feet or more away.
- Uses both hands freely, but may show preference for one.

HEARING AND SPEECH

- Knows and immediately turns to own name.
- Babbles loudly, tunefully and incessantly.
- Shows by suitable movements and behaviour that he understands several words in usual context (e.g., own and family names, walk, dinner, pussy).
- Comprehends simple commands associated with gestures (Give it to me. Come to Mummy. Say bye-bye, etc.)
- Imitates adult's playful vocalisations with gleeful enthusiasm.
- (Immediate response to baby tests at 3-4½ feet).

SOCIAL BEHAVIOUR AND PLAY

- Drinks from cup with little assistance.
- Holds spoon but cannot use it alone.
- Helps with dressing by holding out arm for sleeve and foot for shoe.
- Takes objects to mouth less often.
- Ceasing to drool.
- Puts wooden cubes in and out of cup or box.
- Rattles spoon in cup in imitation.
- Seizes bell by handle and pokes clapper. Rings briskly in imitation.
- Listens with obvious pleasure to sound and repeats.
- Gives toys to adult on request and sometimes spontaneously.
- Likes to be constantly within sight and hearing of adult.
- Demonstrates affection to familiars. Waves "bye-bye" and claps hands in imitation.
- Child sits, or sometimes stands without support, while Mother dresses.

* From Engel, Rose C., "Language Motivating Experiences for Young Children"

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

15 Months

POSTURE AND LARGE MOVEMENTS

Walks unsteadily with feet wide apart, arms slightly flexed and held above head or at shoulder level to balance.

Starts alone, but is frequently stopped by falling or bumping into furniture.

Lets himself down from standing to sitting by collapsing backwards with bump, or occasionally by falling forward on hands and then back to sitting.

Can get to feet alone.

Crawls upstairs.

Kneels unaided or with slight support on floor and in pram, cot and bath.

VISION AND FINE MOVEMENTS

Picks up string, small sweets and crumbs neatly between thumb and finger.

Builds tower of two cubes after demonstration.

Grasps crayon and imitates scribble after demonstration.

Looks with interest at pictures in book and pats page.

Follows with eyes path of cube or small toy, swept vigorously from table.

Watches small toy pulled along table or floor at 12 feet.

Points imperiously to objects he wishes to be given.

Stands at window and watches events outside intently for several minutes.

HEARING AND SPEECH

Jabbers loudly and freely, using wide range of inflections and phonetic units.

Speaks 2-6 recognisable words and understands many more.

Vocalizes wishes and needs at table.

Points to familiar persons, animals, toys, etc. when requested.

Understands and obeys simple commands (e.g., Shut the door, Give me ball. Get your shoes.)

(Baby tests 4½-6 feet).

SOCIAL BEHAVIOUR AND PLAY

Holds cup when adult gives and takes back.

Holds spoon, brings it to mouth and licks it, but cannot prevent its turning over. Chews well.

Helps more constructively with dressing.

Indicates when he has wet pants.

Pushes large wheeled toy with handle on level ground.

Seldom takes toys to mouth.

Repeatedly casts objects to floor in play or rejection.

Physically restless and intensely curious.

Emotionally labile.

Closely dependent upon adult's reassuring presence.

Needs constant supervision to protect from dangers of extended exploration and exploitation of environment.

* From Engle, Rose C., "Language Motivating Experiences for Young Children"

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

18 Months

POSTURE AND LARGE MOVEMENTS

- Walks well with feet only slightly apart, starts and stops safely.
- Runs stiffly upright, eyes fixed on ground 1-2 yards ahead, but cannot continue round obstacles.
- Pushes and pulls large toys, boxes, etc. round floor.
- Can carry large doll or teddy-bear while walking.
- Backs into small chair or slides in sideways.
- Climbs forwards into adult's chair then turns around and sits.
- Walks upstairs with helping hand.
- Creeps backwards downstairs. Occasionally bumps down a few steps on buttocks facing forwards.
- Picks up toy from floor without falling.

VISION AND FINE MOVEMENTS

- Picks up small sweets, beads, pins, threads, etc., immediately on sight with delicate pincer grasp.
- Spontaneous scribble when given pencil and paper, using preferred hand.
- Builds tower of three cubes after demonstration.
- Enjoys simple picture book, often recognising and putting finger on coloured items on page.
- Turns pages 2 or 3 at a time.
- Fixes eyes on small dangling toy at 10 feet.
- (May tolerate this test with each eye separately.)
- Watches golf ball rolled across room at 12-15 feet.
- Points to distant interesting objects out of doors.
- Beginning to show definite preference for using one hand.
- (Possibly recognises special miniature toys at 10 feet.)

HEARING AND SPEECH

- Continues to jabber tunelessly to himself at play.
- Uses 6-20 recognisable words.
- Echoes prominent or last word addressed to him.
- Demands desired objects by pointing, accompanied by loud, urgent vocalisations or words.
- Enjoys nursery rhymes and tries to join in.
- Attempts to sing.
- Shows his own or doll's hair, shoe, nose.
- (Possibly special 5 toy test. Possibly 4 animals picture test.)

SOCIAL BEHAVIOUR AND PLAY

- Lifts and holds cup between both hands.
- Drinks without much spilling.
- Hands cup back to adult.
- Holds spoon and gets food to mouth.
- Takes off shoes, socks, hat.
- Indicates toilet needs by restlessness and vocalisation.
- Bowel control usually attained.
- Explores environment energetically.
- No longer takes toys to mouth.

*From Engel, Rose C., "Language Motivating Experiences for Young Children"

Post these phone numbers by the telephone. Then, if you need them, you won't have to hunt for them.

Where parents will be _____

Children's doctor _____

A nearby friend or relative _____

Fire department _____

Police department _____

THINGS YOU SHOULD KNOW ABOUT BABY SITTING



**YOUR JOB IS TO
WATCH THE CHILD.**



For safety's sake

Know what to do in case of an emergency. Keep a list of important phone numbers by the telephone — where the parents will be, the physician, the fire department, the police department and a nearby neighbor or relative. If necessary, you can always dial the operator.

A first aid course would be a great asset in dealing with some of the situations that might arise.

In case of:

FIRE — Get children out first to safety without stopping to phone. Take them to the nearest neighbor, call the fire department there and then call the parents.

ACCIDENT OR ILLNESS — While you may bandage a scratch or small cut and give comfort over minor bruises and bumps, anything serious requires the doctor and/or parents. Falls are common so your undivided attention can prevent many of these. Never leave babies alone on beds, couches or dressing tables.

BATHS — Usually not a duty, but if this is part of your assignment, be sure you know what you're doing before attempting to bathe a baby. The most important rule is never leave the child for one second while in water.

**NEVER, NEVER LEAVE
A CHILD ALONE.**

COMPLIMENTS OF
Gerber Products Co.
FREMONT, MICHIGAN 49412



Good night, sleep tight

Before they leave, check with parents about time for bed and the routine normally followed. After an active morning or day, babies are ready for a nap or bedtime. Even though this is one time you can catch your breath and relax, remember you're still on call. Be sure to check from time to time to see that each child is covered and is sleeping comfortably.

Toddlers and older children are often more of a problem at bedtime than tiny babies. If they resist going to bed, be firm. Tuck them in gently and stay with them a few minutes until they begin to doze off.

Some children find a favorite stuffed animal or snugly blanket reassuring to sleep with when Mommy and Daddy aren't there. Reading a story or rocking the child may relax him and make him sleepy.

If a child wakes up crying, holding him or offering him a drink usually will quiet him.



Things you should know about baby sitting

So you want to babysit? That's great! It's a good job for teens. Children look forward to having an enthusiastic sitter. Mothers rely on responsible helpers like you. And there are compensations for you, too. Not only are you helping families, you're earning money at the same time.

If you're going to babysit, it's important to be a capable, dependable sitter. So that's why we at Gerber are providing this information about taking care of small children. From our years of experience with children, we feel the following guidelines are "things you should know about baby sitting."





You, the babysitter

There are definite **do's and don'ts** for babysitting. In addition to taking **care of children**, these pointers are for you.

- Before parents **leave**, take a tour of the house. Find **out where everything** you'll need is located, **especially** the quickest route of **escape from children's rooms** in case of fire or other emergency.
- You have a **job to do** and someone is paying you for your time. This is not the time to invite a friend in or have lengthy phone calls. If you **do need** to call someone, limit your conversation to a few minutes. It is **important** to keep the line open for parents to **call home**, or for someone else who has an important message.
- Keep doors **locked** and do not open the door to strangers.
- Stay awake so you'll **hear** the children if they need you. After children are in bed, you can read, watch TV or listen to the radio. Bring along your studies, sewing or knitting — this is a good time for them. Remember, though, while

Bottles for baby

Bottles and babies go together like soap and water. So be sure to get detailed instructions from the mother about giving baby his bottle. You should know when to feed baby and how to warm the bottle.

Remember these points when giving baby his bottle:

- Wash your hands before handling the bottle. Don't touch the nipple.
- If you warm the bottle, check the temperature by shaking a drop or two of the milk on the inside of your wrist. It should be lukewarm, not hot!
- Hold the baby while you give him his bottle. Never prop the bottle or leave him alone with it.
- Tip the bottle up so that the nipple is always filled with milk.
- After he's finished, or if he seems to lose interest in the milk, burp him to bring up any air bubbles that may make him uncomfortable. Do this by holding him up against your shoulder and patting his back gently.

Diapers off, diapers on

If you're going to babysit, you'll be changing diapers, that's for sure. Mothers usually have a dressing table or special place for this with everything needed close by.

If you have qualms about how to change a diaper, ask the mother to show you before she leaves. Since babies wiggle and squirm, be sure to keep your hand on the baby at all times while you are changing him.

Some mothers use disposable diapers; others prefer to use the cloth ones. Before removing baby's diaper, notice how it has been put on. Then you can replace it in the same way.

When pins are used, put your fingers between baby's tummy and the diaper before inserting the pins. By doing this, you won't risk hurting him.

After baby is back in a safe place, put diapers (rinsed if necessary) into the diaper pail. Wash your hands and that's it. You and baby can play.

- Hold a tiny baby when feeding him strained food.
- Babies in high chairs or feeding tables need to be watched constantly. Active ones may try to stand up or climb out. If there are straps, belts or safety devices, fasten them securely.

Baby's mother may suggest having a light snack in mid-morning or mid-afternoon. Cans of strained fruit juices provide a nourishing drink and simple treats such as animal-shaped cookies or teething biscuits satisfy children until it's time for their regular meal or bottle. Older children may prefer fresh fruit for snacking.



Limit your phone calls. Someone may try to call with an important message.

children are up and about, you are to be responsible for them. Save your activities until they are asleep.

- Leave the house or apartment in good order. See that toys are picked up before bedtime. If there are older children, encourage them to help you do this. Clean up the kitchen when they have eaten.
- Rinse or wash dishes or bottles that you've used.
- Parents usually tell you what snacks or refreshments you may have. Limit yourself to these only.

What to expect of parents

Just as you babysitters are expected to do things in a certain way, so are the parents you're helping out. It is a good idea to agree in advance on the fee and the time you're to stay.

Parents should tell you where they will be and how long they will be gone. If they should forget in their last-minute hurry to leave, remind them that you need to know this information. If their return should be delayed for any reason, they should call you immediately.

You've been asked to babysit and parents should not expect you to do dishes, laundry or housework unless additional compensation is offered. Remember, your main responsibility is keeping their family safe and happy while they are away.

At night, they should see that you are picked up and returned home safely. If you live nearby, one of them should see you safely to your door after dark.

Parents should write down the phone numbers where they may be reached, those of the children's doctor, the fire department, the police department and a nearby friend or relative. Then, you will have these phone numbers in case you need them.

Unusual or complicated instructions should be put in writing for your handy reference (medication to be taken, special foods, allergies, etc.).

Hungry children

Parents don't have to be gone very long, before little tykes get hungry or thirsty. Basically, the rules for food are set by the parents and you should not go by what Tommy or Tina say they can have to eat. Before Mother leaves, go over meal plans and snacks. Make notes about eating do's and don'ts to refer to later when you're on your own.

Fortunately in this day and age, there's a wide assortment of convenient baby food products that have greatly simplified feeding infants and young children.

There is a wide variety of cereals that are nourishing, yet easy to prepare by following directions on the package. Offering the child a fruit such as applesauce or peaches along with the cereal is a good idea.

Popular, too, are High Meat Dinners that combine protein-rich meats with vegetables in an appetizing food for baby. Be sure to listen for the "pop" when you open the jar to feed the baby; this is your assurance that the jar was safely sealed. Spoon a portion into baby's dish, and refrigerate what's left in the jar at once. Warm the food in the dish if the baby prefers it that way, and supper's ready!

Toddler Meals in jars are blessings for baby-

sitters who need to keep a constant eye on busy toddlers. For a quick lunch or supper for pre-schoolers, suggest that the mother leave one of these. With a mini-sized version of grown-up specialties such as Beef Lasagna with Sauce and Spaghetti and Meat Balls with Sauce, she'll be assured that her children are well-fed. For a well-balanced meal, include milk and fruit or a dessert.

When it's time for mealtime, remember these things:

- Always wash your hands before preparing baby's food.
- Wash children's hands, or make sure they do it carefully themselves.
- Since young children are generally messy eaters, use bibs. Sturdy vinyl bibs with catch-all pockets protect their outfits, yet they are easy to wipe clean. Be prepared for some spills — it's all a part of eating at this age.
- Children often take a long time to eat. So don't rush them — allow plenty of time for mealtime.
- If the child won't eat, don't worry. He may not be hungry at that moment, or you may be strange to him. Offer the food to him again later. When he's hungry, he'll eat.



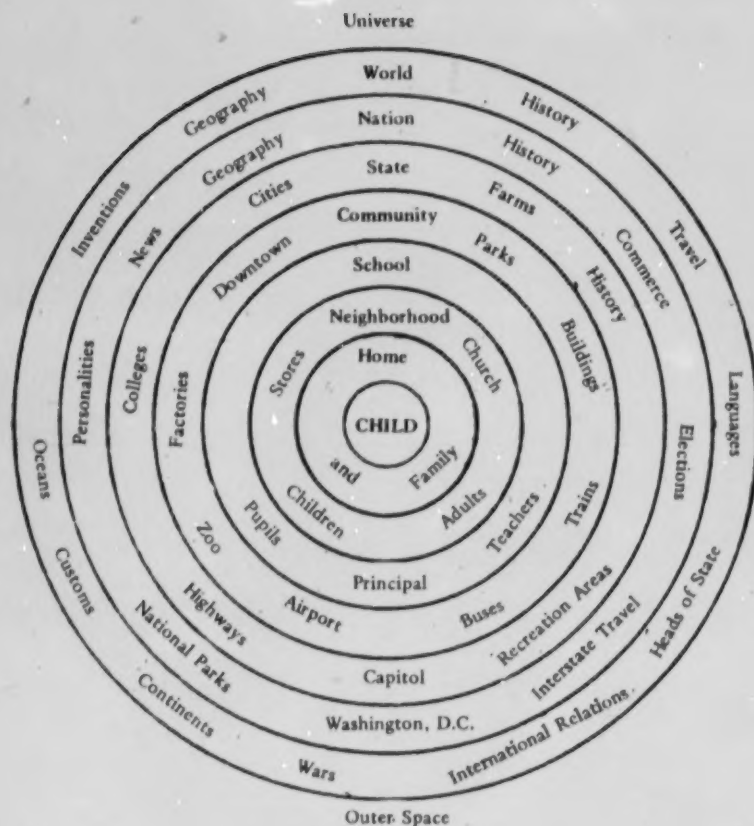


Figure 1. Concentric circles illustrate the general plan of acquisition of information and knowledge characteristic of children even as recently as a generation ago.

From Hymes, James, "Effective Home-School Relationships." Prentice-Hall, Inc.

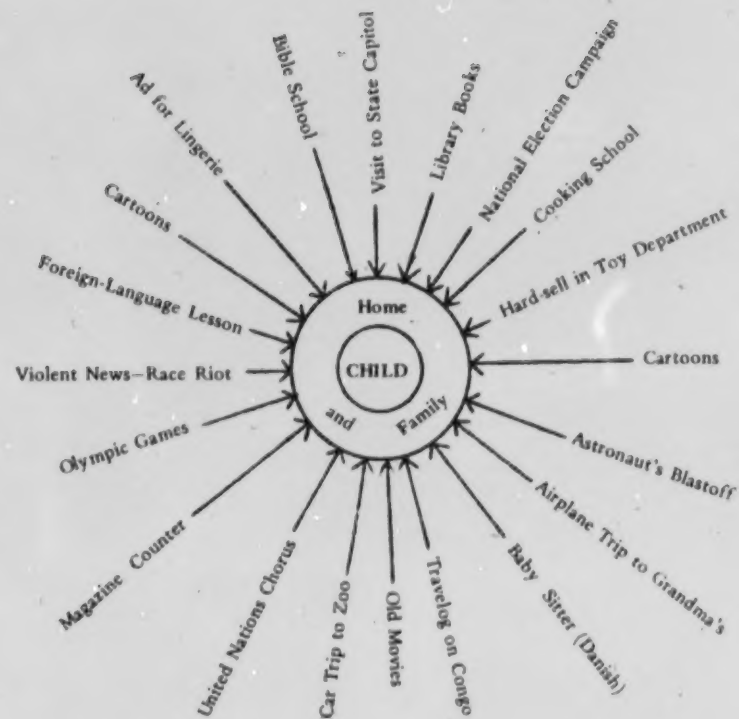


Figure 2. Myriad and unrelated facts coming into the consciousness from many sources bring superficial knowledge — and often confusion — to today's child

Single-Child Observation Worksheet

Observe one child the entire period, noting as many of the points mentioned as possible. Sit quietly, close enough to see and hear well, but do not interfere.

Write down notes frequently, trying to record exactly what took place, exact words of the child.

Listen to the kinds of questions a child asks; also note how fast the child speaks and the pitch of the voice.

What is the child doing?

To whom does he/she speak?

Does he/she play alone?

Does he/she play with others?

How does he/she play with them?

How does he/she react to adults?

How do adults react to him/her?

Describe a situation or incident which was of special interest.

Your name _____

Date _____

Child's Name _____

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

2 Years

POSTURE AND LARGE MOVEMENTS

Runs safely on whole foot, stopping and starting with ease and avoiding obstacles.
 Squats to rest or to play with object on ground and rises to feet without using hands.
 Pulls wheeled toy by cord.
 Climbs on furniture to look out of window or open doors etc., and can get down again.
 Walks upstairs and down holding on to rail or wall: two feet to a step.
 Throws small ball without falling.
 Walks into large ball when trying to kick it.

VISION AND FINE MOVEMENTS

Picks up pins and thread, etc., neatly and quickly.
 Removes paper wrapping from small sweet
 Builds tower of six cubes.
 Spontaneous circular scribble and dots when given paper and pencil.
 Imitates vertical line (and sometimes V).
 Enjoys picture books, recognising fine details in favorite pictures. Turns pages singly.
 Recognises familiar adults in photograph after once shown.
 Handedness usually well developed.
 (Immediately catches sight of, and names special miniature toys at 10 feet distance. Will now usually tolerate this test with each eye separately.)

HEARING AND SPEECH

Uses 50 or more recognisable words.
 Puts two or more words together to form simple sentences.
 Refers to himself by name.
 Talks to himself continually as he plays.
 Echolalia almost constant, with one or more stressed words repeated.
 Constantly asking names of objects.
 Joins in nursery rhymes and songs.
 Shows and repeats hair, hand, feet, nose, eyes, mouth, shoe.
 (6 toy test, 4 animals picture test.)

SOCIAL BEHAVIOUR AND PLAY

Lifts and drinks from cup and replaces on table.
 Spoon-feeds without spilling.
 Asks for food and drink. Chews competently.
 Puts on hat and shoes. Verbalises toilet needs in reasonable time.
 Dry during day. Turns door handles. Often runs outside.
 Follows adult round house and copies domestic activities in simultaneous play.
 Engages in simple make-believe activities.
 Constantly demanding adult's attention.
 Clings tightly in affection, fatigue or fear.
 Tantrums when frustrated but attention easily distracted.
 Defends own possessions with determination. As yet no idea of sharing.
 Plays near other children but not with them. Jealous of attention shown to other children.

*From Engle, Rose Co., "Language Motivating Experiences for Young Children"

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

2½ Years

POSTURE AND LARGE MOVEMENTS

Walks upstairs alone, but downstairs holding rail, two feet to a step.
 Runs well straight forward and climbs easy nursery apparatus.
 Pushes and pulls large toys skillfully, but has difficulty in steering them round obstacles.
 Jumps with two feet together.
 Can stand on tip-toe if shown.
 Kicks large ball.

VISION AND FINE MOVEMENTS

Picks up pins, threads, etc. with each eye covered separately.
 Builds tower of seven cubes.
 Recognises minute details in picture books.
 Imitates horizontal line and circle (also usually T and V).
 Recognises miniature toys at 10 feet with each eye separately.
 Recognises himself in photographs when once shown.
 (May also match special single-letter cards V O T H at 10 feet.)

HEARING AND SPEECH

Uses 200 or more recognisable words but speech shows numerous infantilisms.
 Knows full name.
 Talks intelligibly to himself at play concerning events happening here and now.
 Echolalia persists.
 Continually asking questions beginning "What?", "Where?".
 Uses pronouns, I, me and you.
 Stuttering in eagerness common.
 Says a few nursery rhymes.
 Enjoys simple familiar stories read from picture book.
 (6 toy test, 4 animal picture test, 1st cube test. Full doll vocabulary.)

SOCIAL BEHAVIOUR AND PLAY

Eats skillfully with spoon and may use fork.
 Pulls down pants or knickers at toilet, but seldom able to replace.
 Dry through night if lifted.
 Very active, restless and rebellious.
 Throws violent tantrums when thwarted and less easily distracted.
 Emotionally still very dependent upon adults.
 Prolonged domestic make-believe play (putting dolls to bed, washing clothes, driving motorcars, etc.) but with frequent reference to adult.
 Watches other children at play interestedly and occasionally joins in for a few minutes, but little notion of sharing playthings or adult's attention.

*From Engel, Rose C., "Language Motivating Experiences for Young Children"

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

3 Years

POSTURE AND LARGE MOVEMENTS

Walks alone upstairs with alternating feet and downstairs with two feet to step.
Usually jumps from bottom step. Climbs nursery apparatus with agility.
Can turn around obstacles and corners while running and also while pushing and pulling large toys.

Rides tricycle and can turn wide corners on it. Can walk on tiptoe.
Stands momentarily on one foot when shown. Sits with feet crossed at ankles.

VISION AND FINE MOVEMENTS

Picks up pins, threads, etc., with each eye covered separately.
Builds tower of nine cubes, and bridge of three from model.
Can close fist and wiggle thumb in imitation, R and L.
Copies circle (also V, H, T.)
Draws man with head and usually indication of one other part.
Matches two or three primary colours (usually red and yellow correct, but may confuse blue and green.)

Paints with large brush on easel. Cuts with scissors.
(Recognises special miniature toys at 10 feet. Performs single-letter vision test at 10 feet. Five letters.)

HEARING AND SPEECH

Large intelligible vocabulary but speech still shows many infantile phonetic substitutions.
Gives full name and sex. Uses plurals and pronouns.
Still talks to himself in long monologues mostly concerned with the immediate present, including make-believe activities.
Carries on simple conversations and verbalises past experiences.
Asks many questions beginning "What?", "Where?", and "Who?".
Listens eagerly to stories and demands favourites over and over again.
Knows several nursery rhymes.
(7 toy test, 4 animals picture test. 1st or 2nd cube test.)

SOCIAL BEHAVIOUR AND PLAY

Eats with fork and spoon.
Washes hands, but needs supervision in drying.
Can pull pants and knickers down and up, but needs help with buttons.
Dry through night.
General behaviour more amenable. Affectionate and confiding.
Likes to help with adult's activities in house and garden. Makes effort to keep his surroundings tidy.
Vividly realised make-believe play including inventing people and objects.
Enjoys floor play with bricks, boxes, toy trains and cars.
Joins in play with other children.
Understands sharing playthings, sweets, etc.
Shows affection for younger siblings.

*From Engel, Rose C., "Language Motivating Experiences for Young Children"

DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN*

4 Years

POSTURE AND LARGE MOVEMENTS

Turns sharp corners running, pushing and pulling.
 Walks alone up and down stairs, one foot per step.
 Climbs ladders and trees.
 Can run on tiptoe.
 Expert rider of tricycle.
 Hops on one foot.
 Stands on one foot 3-5 seconds.
 Arranges or picks up objects from floor by bending from waist with knees extended.

VISION AND FINE MOVEMENTS

Builds three steps with six cubes after demonstration.
 Imitates spreading of hand and bringing thumb into opposition with each finger in turn, R. and L.
 Copies cross (also V, H, T, O).
 Draws man with head and legs and also trunk or features.
 Matches four primary colours correctly.
 (Single-letter vision test at 10 feet, seven letters: also near chart to bottom.)

HEARING AND SPEECH

Speech shows only a few infantile substitutions, usually p/t/th/f/s and r/l/w/y/ groups.
 Gives connected account of recent events and experiences.
 Gives home address and (usually) age.
 Eternally asking questions "Why?", "When?", "How?" and meanings of words.
 Listens to and tells long stories sometimes confusing fact and fantasy.
 (7 toy test, 1st picture vocabulary test, 2nd cube test.)

SOCIAL BEHAVIOUR AND PLAY

Eats skillfully with spoon and fork.
 Washes and dries hands, brushes teeth.
 Can undress and dress except for back buttons, jaces and ties.
 General behaviour self-willed.
 Inclined to verbal impertinence when wishes crossed.
 Strongly dramatic play and dress-up favoured.
 Construction out-of-doors building with any large material at hand.
 Needs other children to play with and is alternately co-operative and aggressive with them as with adults.
 Understands taking turns.
 Shows concern for younger siblings and sympathy for playmates in distress.

* From Engel, Rose C., "Language Motivating Experiences for Young Children"

(School Identification)

The _____ Vocational School has a (new) program of instruction in Child Care and Development. Its vocational objectives include the preparation of students for work as aides and personnel in day-care centers and nursery schools. An integral part of this learning experience is the one-to-one contact of these students with children of pre-school age.

We are prepared now to introduce 4-year-old children into this program as a pre-kindergarten group. The Child Care students will work with the children in activities involved in story telling, games, arts and crafts, and role-playing. The children will also be given an opportunity to develop communicative skills and personal growth in group interaction. The program is conducted by _____ who is a State-certificated instructor of Home Economics and Child Care.

The pre-kindergarten group will meet . . . (details of days and hours and any fees)

The following guidelines have been developed for acceptance of the children into the group:

1. Maximum number of children accepted - 12.
2. Children must be 4 years old.
3. Children must be toilet-trained.
4. Transportation is the responsibility of the parents.
5. Accepted children will be required to have:
 - (a) Copy of birth certificate.
 - (b) A physical examination form completed by the family physician, indicating inoculation for measles, mumps, rubella, and polio.

If you are interested in having your child participate in this pre-kindergarten group, complete the attached form and return it to the above address.

(School Identification)

Application for Nursery School Program

Name of Child _____ Nickname _____ Date of Birth _____

Name of Parents _____

Address _____

Telephone Number _____

In Case of Emergency:

Name _____ Telephone Number _____

Address _____

Doctor's Name _____ Telephone Number _____

Address _____

Is there anything special to know about your child that will help us during the play-school hours? (e.g., Physical and emotional problems) _____

Names and ages of brothers and sisters: _____

Other family members living at home: _____

Date of entry into Kindergarten Program _____

Is your child toilet-trained? _____
(yes) (no)

Has your child attended or participated in an organized child-care program before?

Yes _____ Describe _____

No _____

(School Identification)

**CHILD-CARE APPLICANT
PHYSICAL EXAMINATION FORM**

NAME _____ DATE OF BIRTH _____

ADDRESS _____ FATHER'S NAME _____

TESTS & IMMUNIZATIONS**GIVE DATE OF LAST BOOSTER**

Smallpox _____ Salk vaccine _____

Diphtheria & Pertussis _____ Sabin vaccine _____

Tetanus _____ Measles vaccine _____

Tuberculin test _____ Rubella vaccine _____

Chest X-ray _____ Mumps vaccine _____

Pertinent medical history _____

MEDICAL EXAMINATION (To be filled in by examining physician ONLY)

Date of Exam _____ Height _____ Weight _____

Nose & Throat _____ Glands _____

Heart _____ Lungs _____

Abdomen _____ Hernia _____

Spine _____ Posture _____

Eyes _____ Ears _____

Signature of Examining Physician _____

Address _____ Telephone _____

FOLLOWING COMPLETION OF THIS EXAMINATION, PLEASE RETURN THIS FORM
TO



(School Identification)

Dear Parent:

I would like to take this opportunity to welcome (child's name) to our preschool program. My students and I look forward to working with you to make his/her preschool experience beneficial as well as fun.

Be patient with his (her) adjustment to the preschool activities. Express an interest in the materials he (she) brings home and the stories he (she) relates to you.

I am enclosing information about the program, which I trust will answer most of your questions. If at any time you have any concerns about the program or your child, please feel free to call me between _____ and _____ at _____

Sincerely,

Instructor

GENERAL INFORMATION

1. Things to bring to preschool

- a. A child-size rug or resting mat for rest time. Please label the mat with your child's name.
- b. Extra clothing for emergencies: Please send a complete change of play clothes in a paper bag with the child's name on it. This will be handy if your child has an accident and he/she feels better knowing that there are some extra clothes at school to put on in case of an emergency. We will return these clothes at the end of the school or when necessary.
- c. Fee money: Please send with your child on the first day of school \$ _____. This will be used for snacks.
- d. An old shirt or smock for protection when painting will also be needed.

2. Dress for children

Dress your child in comfortable clothing which he/she will not be afraid to work or play in.

3. Attendance

Regular attendance is necessary for the progress of your child. Each day he/she learns things which help him/her to do the next day's activities. However, if a child is sick or just not feeling well, please keep him/her at home until he/she is better.

4. Toys, games, records, etc. from home

The children may bring things from home if the parents allow him to do so. We will try to use them or share them if time permits.

5. Notices

At times during the year, there will be notices sent home to the parents. These will be written out and pinned to your child's clothing so they will not get lost. Also, if you wish to send the teacher a message, please do the same, so that the message will get to its destination. This way the child will not become upset if he/she forgets what to "tell mother" or "tell teacher."

6. Birthdays

If your child has a birthday during the school year and you want to celebrate it at school, you may make arrangements to bring refreshments that day. Please try to keep them simple.

7. Snow days

(Include instructions)

8. Medical forms should be completed and returned to the instructor within two weeks after enrollment.
9. Transportation to and from the class is the responsibility of the parent.

OUR GOALS

To provide experiences which help children increase their ability to live with others as responsible 5-year old citizens.

To provide a climate of confidence in which children build good feelings about themselves and other people.

To help children grow in independence by managing themselves, their materials, and the routines of the day, and by teaching them to take initiatives in work and play.

To provide many experiences that will prepare children to meet the demands of learning the three R's in the first grade.

YOUR PRESCHOOL CHILD

- is curious about the world.
- is eager to learn.
- thinks in terms of what he sees, hears, and touches.
- develops language power through constant conversation.
- is learning to get along with other people outside the family.
- is physically active, but tires easily.
- is learning to express ideas freshly and creatively.
- is building good work habits.
- is learning to care for books and materials.
- is learning to respect others and their rights.
- is growing in muscle control.

SAMPLE VOCATIONAL SCHOOL CALENDAR

SEPTEMBER

S	M	T	W	T	F	S
				X	X	3
4	X	X	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	T	F	S
		1	2	X	X	5
6	7	X	9	10	X	12
13	14	15	16	17	18	19
20	21	22	23	X	X	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	X	X	X	X	X	31

JANUARY

S	M	T	W	T	F	S
1	X	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	X	X	18
19	X	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	X	8
9	X	X	X	X	X	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	X	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	X	X	X	X	X	30

Preschool is held every (day of week) and (day of week) , starting
on (date) and ending on (date) .

The days crossed off on the above calendar are school holidays for all — teachers, students, and staff.

PARENTS' ROLE

You can help your child become independent in:

- dressing himself or herself.
- going to the bathroom.
- caring for his/her belongings.
- playing with other children.
- knowing his/her full name, address, and phone number.
- practicing safety rules.

You can help your child learn about the community by:

- taking him/her on errands in the neighborhood.
- taking him/her to see interesting places.
- pointing out details in the community.
- listening when he/she talks about his/her experiences*

You can interest your child in books and reading by:

- reading to him or her.
- encouraging your child to relate stories to others.
- appreciating work he/she brings home.
- selecting and limiting TV programs.
- getting your child a library card.

BEAUTIFUL JUNK

You can help us in our efforts to find new media for the children to work with by saving the following items for us. If you now have any of the following or collect them during the year, please send them to school with your child.

1. Trimmings left from sewing, such as braid, lace, or rickrack.
2. Spools
3. All types of plastic containers
4. Bottle tops
5. Yarn
6. Anything that you happen to find which you think we can use. Please don't throw anything away because it is in less-than-new condition.

WORKING WITH PARENTS*

1. What plans need to be made for a successful parent meeting?
 - a. Find out what parents want to know.
 - b. Find out when parents can meet.
 - c. Form a planning committee.
 - d. Draw up an agenda.
2. What can the *parent* teach the teacher?
 - a. Code of values and behavior at home.
 - b. Parents' viewpoint and goals for child's education.
 - c. Strengths and weaknesses in child's community life and personal development.
 - d. Child's physical, emotional development; number in family; peer relationship; sleeping habits; use of free time; responsibilities; opportunities for decision making for self and family; security and unity in home; fears.
3. Of what value would a parent policy advisory committee be?
 - a. Reinforce the teacher in the school and community.
 - b. Interpret the Kindergarten program to the community.
 - c. Advance public relations – inform public of desirable standards for pre-school education.
 - d. Discuss and resolve problems and issues.
 - e. Represent educational goals to principals, elementary teachers, superintendents, community. Can say, "This is sound, this needs to be done".

* Adapted from Engle, Rose C., "Language Motivating Experiences for Young Children" (See Bibliography)

SUGGESTIONS FOR WORKING WITH PARENTS

Working with parents is one of the most important phases of the preschool and kindergarten program. A successful program of parent-teacher relations is based on a friendly give-and-take relationship between those most concerned with the child's development – the child himself, his parents, and his teacher. Teachers gain. Parents gain. But children are the real winners. As stated by Hymes, there are two goals in working with parents.

1. To bring about a better understanding between teachers and parents of what children are like.
2. To bring about a better understanding between teachers and parents of what a good education is.

If these goals are achieved, the children gain:

1. A richer, fuller, more nourishing life, in school and out of school.
2. A more consistent guidance from parent and teacher; a better chance of living up to their capabilities.

But a word of caution is in order. Parent-teacher relations are no wonder-drug or cure-all, and they are no substitute for a good program for children.

Parent-teacher conferences provide planned opportunities to think together. There are several types of conferences. One is the individual conference:

1. Conference by appointment – should receive major emphasis.
2. Casual conference – valuable ideas may be presented through passing remarks.
3. Telephone conference – not a substitute for face-to-face conference.
4. Home conference – tells much about background of child.
5. Conferences which include the child. This is debatable and depends upon the teacher's philosophy.

Another type is the group conference:

Group meetings should be well planned. They serve the purpose of giving out information which cannot be done by written communication. They make possible the pooling of ideas and experiences, and the fostering of a sense of "groupness" among the parents and teacher.

Observation visits give parents a better understanding of what the child does in preschool, but the value of these visits varies with circumstances.

Parent participation in outings and classroom activities is often very valuable and provides opportunities for exchange of ideas and information.

A list of Do's and Don'ts which may prove helpful in working with parents follows:

DO'S

1. Be truthful and honest.
2. Respect parents' confidence.
3. Take what parents say seriously.
4. Be sympathetically understanding – not sentimental.
5. Be ready to show honest admiration for what parents do.
6. Show genuine interest in what they have to say.
7. Be ready to explain what is done in the preschool, and why.
8. Let the parents see the teacher is willing to make adjustments, too.
9. Be careful not to blame or condemn parents.
10. Give any suggestions in such a manner that parents will feel comfortable about taking or leaving them.
11. Listen.
12. Accept.

DON'TS

1. Don't be shocked at what is said.
2. Don't jump to conclusions.
3. Don't be authoritative.
4. Avoid getting into arguments.
5. Avoid pedantry.
6. Don't belittle what the parents do.
7. Don't be superior about the child's better adjustment at school than at home.
8. Don't make parents feel stupid.
9. Don't ask personal questions.
10. Don't labor a point.

These suggestions for working with parents are simply ways of doing which come naturally when one feels a genuine respect for the parents and confidence in their intent to do the right thing by their children.

Bibliography for above

- Hymes, James L., Jr. *Effective Home-School Relations*. Prentice-Hall, Inc., 1953.
- Langdon, Grace and Irving W. Stout, *Teacher-Parent Interviews*. Prentice-Hall, Inc., 1954.
- Leonard, Edith M., et. al., *Counseling With Parents In Early Childhood Education*, Macmillan, 1954.

P.S. Parents can be helpful in making and obtaining school equipment, which involves them directly in the program and helps cement good relationships. This is also true about field trips. Some parents would like to be invited to go on field trips. To encourage as many parents as possible to participate in the kindergarten program in different ways is good. Parents may contribute many good ideas and help the teacher to reexamine her own values and philosophy.

MENU PLANNING FOR A DAY**Using the Basic 4 Food Groups**

Group I Meat Group	Poultry, fish, cheese, eggs, beans, etc. Two servings.
Group II Milk Group	Under 9 yrs. — 2-3 servings. Over 9 years 3-4 servings.
Group III Vegetable and Fruit	Four servings.
Group IV Bread and Cereal	Four or more servings.

Plan a day's meals for 2 adults and one child under 9 years. Take into account nutritional content.

BREAKFAST**LUNCH****DINNER**

Indicate how your day's meal plan includes the necessary nutritional requirements of the Basic 4.

Observation of Play Activity*

During this observation, you will see children under five years of age, as they gain experience (with adult help) in living and learning situations.

1. How did the schedule of activities meet the needs of the children?

2. Describe the ways that you saw children being comfortable and happy.

3. What did you see children learning?

4. Describe ways you saw children being independent and taking responsibility.

5. Of all the things you saw in the playschool, what impressed you most?

Your Name _____

Date _____

Child's Name _____

* Utah State Department of Public Instruction, *Observing and Working With Children in the Homemaking Program*, Salt Lake City.

EVALUATION OF CLASSROOM VISIT

1. What atmosphere was presented by the room arrangement?
2. What feeling was conveyed by the teacher arrangement?
3. What activities were going on? What purposes did they serve?
4. What were the attitudes of the children toward their work?
5. What evidence did you see that numbers and math were being taught?
6. What evidence did you see that the children were learning about seasons, years, months, etc.?
7. Write your observations about a particular child. Why did you select the child? What were some activities that he/she was participating in?

**Suggested Outline
For a Comparative Philosophies Chart**

Philosophies

Child-Centered
Montessori
British Infant
Compensatory
Academic

Areas To Be Included

Philosophy Name
Philosophy
Objectives
Role of the Teacher
Role of the Children
Role of Instructional Materials
Cognitive/Affective Domain
Role of Parents

SAMPLE PHILOSOPHY FILLED IN FOR COMPARISON CHART

Philosophy:	The development of the whole child, based on a philosophy of how children learn, what they learn, and what they should learn.
Objectives:	1. To build on the background experiences of children through first-hand experiences. 2. To provide experiences to develop social, emotional, intellectual, physical, and esthetic growth. 3. To provide pleasant surroundings in which a child can live his life with joy. 4. To encourage independence. 5. To develop meaningful home-school relations.
Role of the teacher:	1. To promote the development of the individual by making good use of the available resources for learning. 2. To provide the group with first-hand experiences by having an environment conducive to successful learning. 3. To establish good home-school relations.
Role of the children:	1. To learn — seek answers to questions. 2. To learn to get along with others. 3. To learn by doing and through the use of the whole body. 4. To be creative, through dramatizations, imitation, art, music, and other first-hand experiences.
Role of instructional materials:	1. To give many and varied opportunities for good sensory experiences and investigations. 2. To reflect children's interests, tastes, and activities. 3. To encourage all types of activities.
Cognitive/ affective domain	1. Child's knowledge comes through concrete experiences and feelings. 2. Opportunities for learning and self-expression, sustaining personal relationships, and guidance all lead to affective learning. 3. The teacher serves as the model for the values to be absorbed.
Role of parents	1. To participate — to work cooperatively with the teacher and others in the school. 2. To reflect a positive attitude. 3. To provide a stimulating environment for the development of the child.

CHILD-CENTERED SCHOOL OF THOUGHT

BIBLIOGRAPHY

- Evans, Ellis, D. *Contemporary Influences in Early Childhood Education*. New York: Holt, Rinehart and Winston, Inc., 1971.
- Foster, Josephine, and Neith E. Headley. *Education in the Kindergarten*. New York: American Book, 1966.
- Hildebrand, Verna. *Introduction to Early Childhood Education*. New York: The Macmillan Co., 1971.
- Hurd, Helen, *Teaching in the Kindergarten*. Minneapolis: Burgess Publishing Co., 1963.
- Hymes, James L. *A Child Development Point of View*. Englewood Cliffs, New Jersey: Prentice-Hall, 1955.
- Hymes, James L. *Teaching the Child Under Six*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.
- Kindergarten Portfolio*. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016, 1971.
- Leeper, Sarah Hammond, et al. *Good Schools for Young Children*. New York: Macmillan Co., 1971.
- Pitcher, Evelyn G., et al. *Helping Young Children Learn*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
- Read, Katherine H. *The Nursery School: A Human Relationships Laboratory*. Philadelphia: W.B. Saunders Co., 1971.
- Rudolph, Marguerita, and Dorothy H. Cohen. *Kindergarten: A Year of Learning*. New York: Appleton-Century-Crofts, 1964.
- Taylor, Barbara J. *A Child Goes Forth*. Provo, Utah: Brigham Young University Press, 1964.
- Weber, Evelyn, *The Kindergarten: Its Encounters with Educational Thought in America*. New York: Teachers College Press, Teachers College, Columbia University, 1969.

PLAY-CENTER PLANNING SHEET OUTLINE

NAME _____

DATE _____

Name of center _____

Type of center _____

Size of center _____

Value of center to child

Type of play

Equipment needed in center

Equipment now at school

Equipment needed to be acquired

Materials needed

Student-Teacher responsibilities

Nursery-School Child Safety Rules

Activities in center

WATER TABLE

The water table should be used only with a teacher's supervision in a learning segment.

It is the responsibility of the teacher to make thorough preparation, to gather appropriate materials, and to guide the total work activity.

Manipulation and experimentation are encouraged for problem-solving activity.

Any child who misuses the materials or cannot work responsibly shall immediately lose the privilege of working in this center.

CORNMEAL TABLE

Cornmeal is to be used in the container at all times.

Only the equipment placed in the cornmeal area should be used there and it should remain there.

Cornmeal is not to be thrown, eaten, or scattered on the floor. If scattered, it should be cleaned up immediately.

If a child is unable to follow instructions, care for materials, or work responsibly he/she shall lose the privilege of working in the center.

EASEL PAINTING

Check paint containers. Fill no more than two inches. The teacher must do the necessary mixing of paints and filling of the containers.

Encourage independence. Allow the child to get all needed materials (except paint). The teacher is responsible for preparing the paints.

Each child must wear a painting jacket.

Record the child's name and the date on each paper. Record any other information the child would like to tell you about his/her work.

Discourage a child's mixing colors at the easel. Allow that child to experiment in mixing colors with finger paints.

Completed work is placed on appropriate rack for drying. Each child is to return the painting jacket to his/her locker before leaving the center.

Any child who misuses materials or cannot work responsibly shall lose the privilege of working in this center.

BLOCK CENTER

Structures should be built no taller than the child's eye level.

Encourage safe construction habits.

Blocks are to be used only for building.

Blocks and construction should stay in that designated area.

Trucks, cars, wheelbarrows, and wagons stay in the block center.

Wheelbarrows and wagons are for hauling blocks only.

A child may knock down only his/her own construction, but should be encouraged to take down the structure a block at a time.

Encourage each child to place blocks back on the shelf before leaving the center.

A child who cannot work responsibly shall immediately lose the privilege of working in this center.

WOODWORK CONSTRUCTION

A teacher must be available in the center or it is to be closed.

Limits must be set and enforced for the safety of each child.

Any child who cannot conform to safety rules immediately loses the privilege of working in the center.

Instruction in the proper care and use of the tools is imperative as a safety precaution.

PUZZLES

Encourage each child to remove puzzle parts piece by piece.
Crashing the puzzle upside down on the table is not appropriate.

One puzzle at a time should be chosen and completed. Puzzles are placed back in the rack when completed.

Encourage problem solving in spacial relationships.

Encourage independence and self-reliance.

If a child is unable to follow instructions, care for materials, or work responsibly, he/she shall lose the privilege of working in the center.

TABLE ART

Children should wear their painting jackets while working and should return them to their lockers when finished.

Encourage independence. Allow the child to get all needed materials - paper, crayons, scissors, paste or glue, etc. Tape and the stapler are to be used only with teacher supervision when needed in a learning segment.

Materials are located on the shelves and counter top as indicated, and should be returned to the appropriate place.

Each child is responsible for using materials appropriately for cleaning his/her work area, and for returning unused materials to the proper storage place.

Encourage good work habits: decision-making, planning, gathering materials, completing planned task, and evaluation are necessary components.

Record the child's name, the date, and any other pertinent information on each piece of work.

Encourage conversation in problem-solving activity and in the sharing of ideas during planning and evaluation of work.

Any child who cannot work responsibly shall lose the privilege of working in this center.

VALUES OF SPECIFIC ACTIVITIES FOR PRESCHOOLERS

HO 17-3

ACTIVITIES	VALUES														
	SENSORY EXPERIENCE	EXPLORATION	SATISFACTION & ENJOYMENT	SELF-EXPRESSION	MANIPULATION	EMOTIONAL RELEASE	EXERCISE IMAGINATION & INITIATIVE	GOOD WORK HABITS	LEARNING EXPERIENCE	SKILL & CONCENTRATION	EYE-HAND COORDINATION	HARMONY, RHYTHM & BALANCE	INSIGHT INTO OWN FEELINGS	DEVELOPS LARGE MUSCLES	DEVELOPS SMALL MUSCLES
BLOCKS		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHALK	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLAY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COLLAGE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
CRAYONS	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
CUTTING & PASTING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
DOMESTIC AREA	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓
PAINTING Easel Finger	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SAND	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
STRINGING	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓
WATER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
WOOD-WORKING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

COOKING RECIPES FOR PRESCHOOL AND KINDERGARTEN

Marshmallow Treats

¼ cup margarine
40 marshmallows
6 cups Rice Krispies

Melt margarine and marshmallows. Add Rice Krispies and stir until well coated. Press warm mixture evenly and firmly into buttered 13x9 pan. Cut squares or rectangles or triangles.

Caramel Popcorn Balls

4 tbs. margarine
1 cup brown sugar
½ cup light corn syrup
½ tsp. vanilla
5 quarts popped corn
1 can sweetened condensed milk (2/3 cup)

Bring first 3 ingredients to boil over medium heat. Stir in milk. Simmer, stirring constantly till mixture reaches soft-ball stage. (Takes only a few minutes.) Stir in vanilla. Pour over popped corn and stir well till all the kernels are coated. Butter hands lightly and shape into balls.

CONCEPT: Popcorn: a type of Indian corn in which the kernels expand from intense heat and burst through the skins. Allow the children to shell the corn. (Where do they buy unshelled popcorn?)

LITERARY VALUE: Good to use these stories: "The Popcorn Dragon" and "Mr. Picklepaw's Popcorn."

TRY THIS IN A POPCORN POPPER!

Rice

(Uncle Ben's Quick Rice has a delicious flavor. Package has directions.)

CONCEPT: Weights and volume. Discover difference in cooked and uncooked rice — feel, taste, smell, hardness, softness, etc. What causes differences? (Heat and moisture.)

Oatmeal Candy

$\frac{3}{4}$ cup sugar
3 Tbs. cocoa
 $\frac{1}{2}$ tsp. vanilla
 $\frac{2}{3}$ cup butter (soft)
1 Tbs. water

Cream butter and sugar. Add other ingredients. Blend in 2 cups quick uncooked oatmeal and roll in powdered sugar.

Earline's Stew

Earline and her children are close enough to walk to the store and buy a soup bone. They put it on to cook all morning in water in a deep pot. She tells them they will finish cooking the stew the next day. She asks the boys to bring vegetables that grow under the ground. She asks the girls to bring vegetables that grow above the ground. The next day they finish cooking the stew. You can add a can of tomatoes or such.

CONCEPTS: Permit children to feel, taste, and smell raw vegetables. Allow children to prepare the vegetables. What happens when you cut up an onion? Why? How many peas are in a pod? What vegetable has eyes? etc.

Have children make placemats, using vegetable prints.

STORY: You might want to use the story "Nail Broth," by Djurklo (Swedish).

Jean's Do-Nuts

Use canned biscuits. Let children punch a hole with finger. Cook in deep fat. Remove and shake in sack of confectioner's sugar, or granulated, or mixture of cinnamon and sugar. (Good to use at snack time or for a party).

Candied Dill Pickles

1 gallon dill pickles
1 cup white vinegar
5 pounds white sugar
½ box pickling spices
2 or 3 cloves garlic

Drain liquid. Let children cut pickles in slices, using sawing motion. Place in jar they came in and cover with ice. After ice has melted, drain. Add remaining ingredients. Let stand 3 days. Stir every day. Let children place in baby-food jars. Pour brine over pickles and tighten lids. (For self-concept, add individual name labels.)

Yeast Bread or Rolls

½ cup warm water; 2 pkgs. dry yeast dissolved in warm water. Stir in 1¼ cup warm milk or water, 3 tablespoons sugar, 1 tablespoon salt, 2 tablespoons shortening, 3½ cups flour. Knead. Let rise. Punch down. Put into pans for bread, or make rolls. Let rise till double in size. Have oven ready at 425°. Bake ½ hour for bread or 10 min. for rolls.

CONCEPT: Yeast: One yeast cake is made of millions of living plants. Yeast plants must be moist and warm to grow. Smell and touch yeast cake.

Vocabulary: Yeast, blend, double, dissolve.

Gingerbread Boys

1 cup shortening	1 cup sugar
1 egg	1 cup molasses
2 Tbs. vinegar	5 cups flour
1½ tsp. soda	½ tsp. salt
2 tsp. ginger	1 tsp. cinnamon
1 tsp. cloves	

Cream shortening and sugar. Stir in egg, molasses, and vinegar; beat well. Sift dry ingredients; stir in molasses mix. Chill. Roll between wax papers or foil. Cut with cookie cutter or let children shape gingerbread boys. Make face & buttons with raisins, sugar, etc.

This is excellent time to use story or record of the Gingerbread Boy. You can incorporate literary, dramatic, musical, and language development with a cooking experience.

Pineapple Upside-Down Cake

¼ cup butter	1½ cups flour
1 cup brown sugar	1½ cups sugar
8 slices pineapple	1½ tsp. baking powder
maraschino cherries	¾ cup milk
3 beaten eggs	1 tsp. vanilla
½ tsp. salt	

Melt ¼-cup butter in skillet. Spread sugar over butter. Allow children to arrange pineapple and cherries. Add salt and sugar to beaten eggs. Add flour and baking powder. Add milk and butter. Add vanilla. Pour over pineapple in skillet. Cook with the cover on and vent open at 350° for 60 minutes or until done. Turn out immediately onto platter.

Lollipops

1 cup sugar	¼ cup corn syrup
1 pkg. Kool-Aid	½ cup water

Mix sugar, corn syrup, and water. Stir until boiling, continue cooking until a hard thread forms. Remove from heat and add Kool-Aid. Pour onto a greased platter. Cool to handle. Pull and shape, or snip with scissors.

Pumpkin Bread

Children might not be the only ones who thought pumpkin pie was all you could make out of pumpkin!

3 1/3 cups flour	2 cups pumpkin
3 cups sugar	4 eggs
2 tsp. soda	1 cup oil
1 tsp. cinnamon	2/3 cup water
1 tsp. nutmeg	1 cup nuts (chopped)
1 tsp. salt	1 tsp. vanilla

Mix together first six ingredients. Make a well in flour and add pumpkin, eggs, oil, and water. Mix until smooth, then add nuts and vanilla. Pour into three greased loaf pans. Bake one hour at 350°.

CONCEPT: Have children participate in stirring, chopping and pouring. Permit children to taste spices, uncooked pumpkin and unbaked dough. Place spices in two sets of small jars or vials; ask children to match and identify each spice by smell, and then by taste.

Peppermint Ice Cream

- 4 whole eggs
- 2 cups sugar
- 1 large can evaporated milk
- 1 tsp. peppermint extract
- 1 pkg. peppermint candy
- 1 gallon milk
- 1 T. vanilla (optional)

Beat eggs thoroughly. Add sugar. Beat. Add can milk, extract, candy that has been crushed in heavy plastic bag, and milk. Place in gallon freezer. Alternate ice and rock salt.

CONCEPT: Effect of salt on ice. Condensation "dew" on container. Change of ice from solid to liquid and of ice cream from liquid to solid.

Orange Flip

8 oz. milk
¼ tsp. orange extract
1/8 tsp. vanilla
½ tsp. sugar
2 drops yellow food coloring
1 drop red food coloring

Mix well.

Candy Mints

1 box sifted confectioners sugar
¼ cup sweetened condensed milk
½ tsp. peppermint extract
Few drops green food coloring
Few drops red food coloring
Walnut or pecan halves

Blend milk into sugar. Divide mixture. Tint one pink and one green. Roll balls, put between wax paper. Flatten each ball with glass. Decorate with nut on top.

(Other colors may be used as desired)

Cheese Spread

1 8oz. pkg. cheddar cheese
3 slices American cheese
2 small packages cream cheese
1 small onion, grated
Salt and sugar to taste
1 cup mayonnaise
1 good Tbs. horseradish

Let children grate cheeses and onion. Allow to soften. Then blend ingredients together. Form into three balls.

Roll in finely chopped nuts or parsley. Chill and serve.

**Make Any Pie Crust Recipe
or Use Prepared Crust And . . .**

1. Cut strips of crust and leave plain or twist two together; brush with butter, sprinkle with sugar and cinnamon. Bake and serve.
2. Make shells of desired size from heavy foil. The children can do this. Line with pie crust and bake. Fill with fruit, instant pudding, ice cream, etc.
3. Roll out dough to thin thickness (between wax paper), spread with sausage which has been softened. Roll up to about ½-inch thickness. Chill. Slice pinwheels and bake till crust is done. Serve hot.

CONCEPT: Difference between thick and thin. Shapes – strips, twists, etc.

Cranberry Relish

Grind 1 pkg. (4 cups) cranberries, 1 large juicy apple without seeds, 2 large juicy oranges (peeled) without seeds, one orange rind. Add two cups sugar. Mix well. Put in baby-food jars. Jars can be decorated and individual labels placed on them.

Concept of grating, using food grinder.
Also, plant orange seeds.

Cherry or Peach Cobbler

1 can sour pitted cherries; ½ cup sugar. Cover cherries with the ½ cup sugar. Mix 1 cup sugar, ¾ cup flour, 2 teaspoons baking powder, ¾ cup milk, and 1/8 teaspoon salt. Melt 1 stick margarine in glass dish in oven. Pour batter in and spoon in cherries. Hold juice to put on cobbler later. Bake at 350° 1 hour.

CONCEPT: Melting: liquid has no definite shape, it pours and takes shape of container it occupies. A solid has a definite shape.

Vocabulary: melting, solid, liquid, sour.

Oil Dump Cake

1 box white cake mix
1 box lemon gelatin dessert
4 whole eggs
2/3 cup oil
2/3 cup water
Grated orange peel

Mix all with beater. Pour into greased and floured tube-cake pan.
Bake 50 min. at 350°.

Permit children to crack eggs and grate peel.

Vocabulary: peel, grate, mix, grease, beat.

Sugar Cookies

½ cup butter	1¾ cup flour
1 cup sugar	2 tsp. baking powder
1 egg	pinch of salt
½ tsp. vanilla	

Cream butter and sugar. Add beaten egg and vanilla. Stir in dry ingredients.
Chill. Bake at 350° for 10 minutes.

Color dough as desired. Children may shape cookies themselves or use cutters. Good use of small muscles. Opportunity for number concept: How many cookies? How many children? How many cookies per child?

Vocabulary: cream, ingredients, stir.

Unbaked Cookies

½ cup corn syrup
½ cup peanut butter
3 cups Rice Krispies

Combine syrup and peanut butter. Stir in Rice Krispies. These can be dropped from teaspoon on wax paper to set overnight, or eaten immediately. (Dry cereals are also good for dramatic play in housekeeping, etc.)

Vegetables

Taste and classify: turnips, raw and cooked; stuffed celery; carrots in stick form, sliced, and curls (to make curls, use carrot peeler and toothpicks and drop into ice water.)

Try pumpkin cooked with sugar and butter.

Feel and taste the difference between lettuce and cabbage.

What other vegetables look alike?

Use story "The Carrot Seed," by Ruth Krauss.

Now Hear This!

Take a large plastic tub and fill with corn meal (dry). Add small bowls, spoons, strainers, sifters, etc. You'll be amazed at how long children will measure, sift, and strain meal. Try same thing with rice, beans, flour, etc.

Banana Pudding

Whole or crumbly vanilla wafers or cookies, instant pudding, sliced banana. Let children help with the slicing of bananas and making pudding, then place in layers in their own individual cups.

Cinnamon Toast

Have cinnamon and sugar in salt shakers. Let the children butter toast and mix and sprinkle cinnamon and sugar. (Notice sugar crystals).

Milkanilla

8 oz. milk
 ½ tsp. sugar
 1/8 tsp. vanilla
 drop food color

Breads and Cereals

Taste different breads at your snack time; yeast, cornbread, biscuits, whole wheat, etc.

Try the following spreads on different breads: jelly, honey, molasses, cheese, jams, salad spreads, butter, oleo, honey-butter, etc.

Fruits

Taste and identify and classify; orange juice, orange sections (make own); small opening in orange and suck with porous peppermint candy stick; grapefruit and its juice; fresh pineapple and canned; lemons contrasted with limes; fresh lemonade and limeade (make own); avocado (plant seed later). Try different berries in season also.

CONCEPT: Help children develop senses of smell and taste.

We Dare You!

Allow children to each have a small sack of dirt. Mix well with water; make mud pies!

Be daring and go a step further: Give the children flour and water, along with choice of food coloring, flowers, sand, grass, etc., to make "flour pies."

Grocery Store

Have children bring empty food cartons, cans, boxes, bottles (clean) from home. Improvise shelves and set up a play store. Have stockboys, cashiers, sack boys; have scales if possible and some food.

Wonderful chance for interaction of children, sharing, working together, taking turns, learning new vocabulary, money concepts. Make signs and play money. Good dramatic play.

Oatmeal Cookies
(in electric skillet)

2 cups sugar
dash salt
1 stick margarine

$\frac{1}{2}$ cup cocoa
 $\frac{1}{2}$ cup milk

Mix well and boil in electric skillet (or whatever) for 2 minutes. Remove from heat and add 1 cup chopped nuts (optional), 3 cups oatmeal (quick kind), 1 tsp. vanilla. Stir and drop on wax paper.

**JOHNNY APPLESEED STARTED IT ALL
SO GRAB AN APPLE AND HAVE A BALL!**

Use the Johnny Appleseed story in the book or on the record or both.

THE STORY OF THE STAR IN THE APPLE

(Have an apple or two in an apron pocket with knives)

Once upon a time a while ago there was a little girl (or boy) named _____ who had nothing to do. She asked her mother what she could do, and her mother said to her, "Go out and find a little round, red house, with no doors, no windows, and a chimney on top, and a little star inside."

So _____ went out looking. She saw Tim, the policeman in her neighborhood. She asked him, "Mr. Policeman, have you seen a little round, red house, with no doors, no windows, and a chimney on top, and a little star inside?" The policeman said "No, why don't you ask the store lady?" So _____ asked the store lady, "Miss store lady, have you seen . . .?" "No," she said, "why not try the grocer?" (and so the story continues.)

When the class runs out of friendly folk, the last child can say, "Go ask Granny who lives at the foot of the hill."

So _____ skips to Granny's at the foot of the hill. "Granny, have you seen a little . . .?" "No" says Granny, "Go ask the North Wind."

So _____ ran to ask the North Wind. The North Wind blew her to the top of the hill. On the top was an orchard. Something fell to the little girl's feet. It was an apple. "There's a little round, red house with a chimney on top, no doors, no windows. But how do I know there is a star inside?" She ran home to her mother, "Mother, I found a little round, red house, with no doors, no windows, and a chimney on top, but how do I know a star is inside?" Her mother cut across the apple, and there was the star! (The teacher does this.)

TRY THESE WITH APPLES: Classify: red, yellow, green; Macintosh, Baldwin, Stayman, etc.; cooking vs. eating; apples whole, cut into quarters, cut across to show star. Good to eat with peanut butter. Apples on a stick, dipped into melted caramel candy.

Duck for apples.

Tie a string to the stem, hang up, try to bite into an apple.

Make APPLESAUCE - quarter apples into heavy saucepan, add sugar, a little lemon. Cook till mushy. Mash or put through sieve.

Try making APPLE JELLY.

WORD LIST

applesauce
avocado

bake
baking powder
bitter
blend
boil
butter

chill
chop
churn
cinnamon
citrus
cloves
combine
condensation
confectioner's sugar
consumer
cook
cool
corn syrup
cream
creaming
crumble
crust

degree
dissolve
dough
double
drain

electric
evaporate
extract

fat
flavor
freeze

gallon
garlic
granulated sugar
grate
grease
grind

icing
ingredient

juice

knead

liquid

margarine
mash
measure
melt
molasses
muffin

nutmeg

oven

peel
pickle
pint
pinwheel
pop
pour
preserve
produce
producer

quart

recipe
relish
rice
rind
roll

simmer
skillet
slice
smell
soda
solid
sour
spice
spread
sprinkle
starch
stew
stir
strip
sweet
sweetened

tablespoon
tart
taste
teaspoon
temperature
thick
thin
toast
twist

uncooked

vanilla
vegetable
vinegar

wheat
wholesaler
whole wheat
yeast

PRESCHOOL ACTIVITY LESSON PLAN

Teacher's Aide _____

ACTIVITY

PURPOSE

CHILD'S SKILL

PROCEDURE

VISUAL AIDS

PRE-MADE

COMMERCIAL

MATERIALS AND SUPPLIES NEEDED FOR STUDENTS

INTRODUCTION

FILMSTRIP EVALUATION SHEET

Title

Time

Age level of child.

Where Available

Activity (Theme)

Purpose (Why showing?)

Type and Quality of Sound

Art Form (color, black & white, realism of pictures)

Summary (briefly describe)

WHAT MAKES A GOOD CHILDREN'S BOOK?

1. Who is the author? What else has the author written? What are his/her qualifications?
2. What is the purpose of the book? Is it inspirational? informational? practical? How well does the book fulfill this purpose?
3. What is the subject of the book? Can a child understand the book? Is it true to life? Do you think a 4-year-old would like it?
4. Are characters real?
5. Is the color good?
6. Is the physical size of book easy for child to handle? Is the printing large and clear?
7. Does it have lasting value?
8. Would the book appeal to children of various races, cultures, and religions?
9. How would the book help expand and inspire the child's creativity and experiences?

GUIDELINES FOR THE STORYTELLER*

There are no basic rules to insure the proper telling of a story. Some of the greatest of the story craftsmen cannot agree as to the best methods to use. Storytelling is an individual art as acting or playing a musical instrument. Each person must develop his own techniques, style and selection of stories to suit his taste and abilities.

There are a few basic considerations, however, upon which most storytellers agree. First, the story must be appropriate to the audience. The very young child likes simple folk tales, but he does not respond to stories that are completely make-believe with goblins, elves and fairies. He does not understand the completely abstract. There must be some elements in the story that relate to his personal experiences. In the story of "The Three Bears" we have chairs, beds, bowls of soup and activities which are familiar. Having them associated with bears adds mystery and adventure but the events are familiar everyday experiences. He accepts the unreal because it is close enough to the real world he knows.

Little children love rhymes and jingles, and many old story favorites have a marked rhythmic quality. In stories this rhythm is the result of repetition of words and phrases in a set pattern. Such phrases as "Not by the hair of your chinny-chin-chin," or "Then I'll huff and I'll puff and I'll blow your house in," always bring delighted responses.

Children like to play with words. That is the way words become more meaningful and a lasting part of their vocabulary. Children cannot keep from repeating "a lovely, light luscious delectable cake" as the teacher reads "The Duchess Bakes a Cake."² In telling some stories, the teller prepares the listeners by saying, "This story contains some wonderful new words. One of them is ----- which means ----- ; another is ----- which means ----- etc. Listen for them."

Make-believe is most important to children in the years from six to ten since it helps them understand the world about them and increases their imaginative powers. In the stories that they read and hear, the youngsters are the heroes - at least for the time being. They know they are pretending, but as the story unfolds, each boy is Jack the Giant Killer and each girl is Cinderella.

² Kahl, V.: "The Duchess Bakes a Cake." Scribner, N.Y., 1955

* From Anderson, Paul S., "Storytelling With the Flannel Board." T.S. Denison Co., Minneapolis, Minn.

Joseph Lee says in his book, "Play in Education,"³ "Myths and fairy stories, sketching in rainbow colors man's spiritual demands, with a royal disregard of physical limitations, are to the child a rough draft of his future deeds. We must feed the imagination and allow it scope if we would have the child grow up. Imagination is the first step in the life process, it is the material out of which all achievement is condensed."

Second, the storyteller knows that some stories are good to tell — other stories are better to read. A story for telling must be simple and direct. The plot must be strong and develop rapidly. In storytelling there is no place for long analysis of characters or situations. The mental pictures must be supplied by a few words or a phrase. Each incident must be vivid and clearcut in the listener's mind. The climax must be emotionally satisfying. This can be a surprise, the solution of a problem, or something achieved.

"The Three Little Pigs" is an example of a good story to tell little children. Each step is an event. No time is spent in explanation or unnecessary description. The story tells what the characters did and said, and the events are the links of a sequence of the closest kind. There are no breaks and no complexities of plot. Each event makes a clear, distinct picture for the imagination.

Ordinarily it is wisest not to change traditional stories. If you question any element in a story it is usually best to select another story. There is a trend in the direction of removing much of the horror aspects of the old folk material. The Three Bears are friendly bears. They are angry with Goldilocks because she entered their home without permission. The wolf chases Red Riding Hood's grandmother into a closet, instead of devouring her. In the old version of the "Three Billy Goats Gruff," the troll has his eyeballs poked out and is crushed to bits. The modern version has the troll butted into the river and swimming away never to return. The first two little pigs are no longer devoured by the wolf but make an exciting escape to the house of the wise pig.

Any idea that may cause the young child to lie awake at night is best omitted from the program. It is well to discuss make-believe with children. Let them be assured that there are no dragons, really, and that wolves live far away from us. Even such innocent stories as "Little Black Sambo" have caused children to have nightmares with its suggestion of being chased by a tiger.

Another common theme in many of the old tales is the cruelty of stepparents and stepbrothers or sisters. Stereotypes which stigmatize kin, old age or social groups have no place in the story hour.

³ Lee, J.: "Play in Education." Natural Recreation Assn., N.Y. 1942

A discussion before telling some of these questionable stories can take care of these elements. The story of a good stepmother such as Abraham Lincoln's, provides a balance to "Cinderella." There are many good and kind old ladies to balance the one in "Hansel and Gretel."

We should remember that the horror that an adult senses in a story such as "Snow White" is quite different from a child's point of view. Death, and even torture, for many children have only incidental significance. Death is frequently an acceptable solution to a problem. Children play cowboy and Indian, good men and bad men with violent shouts, agonizing deaths and dramatic hardships in one hour and the next listen with rapt attention to a poem of delicate beauty.

Sometimes children themselves will suggest changes in these stories. This frequently happens as they dramatize a story. Another interesting variation of the traditional material is to put the characters in a new situation. Make up a story of visiting the three bears for Christmas or let Cinderella go to school.

Third, a storyteller knows that preparation is needed to make a story vivid to listeners. After a careful reading, put the story aside and think about it until you can picture the story to yourself — clearly in all details. Check any doubts by reading the story again. It is better for a beginning storyteller to know a few stories well than to attempt so many that none can be told with complete confidence. The "tell it again" quality of stories is a great safeguard for beginners. Any storyteller is almost sure to tell a story better each additional time he tells it.

And fourth, a storyteller knows that the audience must be comfortable. The audience must be free from interruptions during the story and it must end before they become weary or bored. Wait a few moments before starting a story so that there is a hush of expectancy in the room. If there are those who are inattentive, pause until quiet is restored. If many grow restless, it is quite obvious that you have the wrong story. Don't blame the children. Just say, "I guess this isn't the right story so let's stand up and stretch." Then go on with some other group activity such as marching, a song, or a fingerplay. Start another story only when there is expectancy and readiness for whole-hearted listening.

These techniques should be used as a story is told with the flannel board.*

1. Place the flannel board where it will remain securely in a place that can be seen by all students. The chalk board is good if the group is in a small circle seated before it. An easel is better if the board must be seen by an entire room. If children are seated on a rug, they must be farther away from the teacher than when she uses a picture book. Those in front will be under a strain looking up if they are too near the board.

2. Arrange the figures to be used in the sequence needed for telling the story. It is best to keep them in a folder away from the sight of the listeners. Otherwise, some of the surprise and suspense is lost as they are introduced. A Manila folder used in file cabinets makes a good container. Staple a pocket on one side of the folder to hold the figures and staple the story to the other side.
3. There is a tendency to look away from the listeners to the figures as they are placed on the flannel board. Of course this is necessary. Try to use this movement to direct the listeners' eyes but turn back to the audience as you tell the story. Otherwise, you will find yourself talking to the flannel board, thus creating a hearing problem for your audience.
4. Plan your follow-up before you tell the story. Are you going to evaluate the story? Are you going to have the children retell parts of the story? Are you going to have the children create a favorite story? When a story ends in the classroom it is a bit different from the ending of a play in the theater or a television program. The audience is still with you. Instead of going home or turning on another station you must plan the transition to the next school task.

Presentation of Minorities in Children's Literature

Despite considerable improvement in recent years, there are still many books that present a distorted picture of minorities. Blacks and other minorities ask:

Why always white children in pictures? (Doesn't help nonwhite children and doesn't teach white children about others.) Children should be aware of their own cultures and others.

Judging Books With Reference to Minorities

1. Are characters realistic – or distorted?
2. Does the book imply superiority or inferiority of the minority groups?
3. Is language true to life – not harmfully exaggerated?
4. Does book present the picture of life as it is? (We shouldn't teach children to yearn for a life that doesn't exist.)
5. Are illustrations realistic, or do they exaggerate certain physical areas or cause the subjects to be ridiculed?
6. Are differences in class, race, color, or education mentioned or implied?

In evaluating a book's truthfulness to life, it should be borne in mind that books should help a child escape reality. Stories should not describe one's life situation too vividly.

CHECKLIST FOR JUDGING A TOY

1. Is it durable and well-constructed?
2. Is it inexpensive in terms of the value which the child may derive from it?
3. Is it safe:
 - free from sharp edges?
 - painted with nontoxic paint?
 - free of small pieces which can be swallowed or put in nose or ears?
4. Can the toy be repaired easily?
5. Is the toy lightweight?
6. Is it scaled to the child's size?
7. Is it attractive?
8. Is it easy to clean or wash?
9. Can it be used in more ways than one?
10. Can it be used with little or no adult guidance or supervision?
11. Does it encourage the child to do something actively?
12. Is it suited to the interests, ability, and age of the child?
13. Does the toy serve one or more of the following types of play: active, creative, dramatic, social?

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z ? !

Social Development of Child*

During this observation you will see children working and playing together. This is called social development. A child has much to learn in getting along with others and needs to grow in realization that his own freedom must not interfere with other people or destroy materials.

1. Describe one child who plays well with others. Why does he seem to get along with other children?

2. Were there any children who seemed to avoid approaching other children? What did they do when alone?

3. Pick out a group (two or more children) playing together. What were they doing and what material or equipment were they using? What did they say? How long did the play activity last? What broke it up?

4. Describe a situation in which a child was a leader. One where a child was a follower.

Your Name _____

Date _____

Child's Name _____

* Utah State Department of Public Instruction, *Observing and Working With Children in the Homemaking Program*, Salt Lake City.

Nevada State Department of Vocational Education, *Curriculum Material for Areas of Child Development and Guidance, and Social and Family Relationships*, Carson City, No. 37, 1956.

Emotional Development of Child*

During this observation you will look for expression of feeling. Sometimes feelings are pleasant, sometimes unpleasant, as demonstrated by examples of sharing, staying close to someone, protecting another, fear, running away, clinging, kicking, being unwilling to try something.

1. Describe different ways you saw children expressing feelings.
2. Observe and report an example of a child using materials or equipment which appeared to serve the purpose of relieving hostile feelings by draining them off.
3. Observe and report an example where the teacher helped a child control emotional behavior which would have interfered with the group or his own well-being.
4. Observe and report a situation where the teacher showed a child that she was understanding and accepting his negative feelings.
5. Describe a situation where a child demonstrated emotional maturity.

Your Name _____

Date _____

Child's Name _____

* Utah State Department of Public Instruction, *Observing and Working With Children in the Homemaking Program*, Salt Lake City.

Nevada State Department of Vocational Education, *Curriculum Material For Areas of Child Development and Guidance, and Social and Family Relationships*. Carson City, No. 37, 1956.

Guidance and Child/Adult Relationships*

A child's relationship with adults is very important. He needs to feel secure in their acceptance of him as he is and in their help toward solving problems, setting of limits, feeling secure and comfortable in his surroundings and in what he does.

1. Observe and record a situation in which a limit was set for a child's behavior. Why? Can you tell how the adult defined the limit for the child?

2. Describe ways the teacher showed her confidence in and affection for the children.

3. Describe ways you saw children showing friendliness to the teacher.

4. List five directions given by the teacher to the children. Describe how the children responded.

5. How did the teacher help settle disagreements? What guidance did she give when a child failed to cooperate or interfered with other children?

Your Name _____

Date _____

Child's Name _____

* Utah State Department of Public Instruction, *Observing and Working With Children in the Homemaking Program*, Salt Lake City.

Nevada State Department of Vocational Education, *Curriculum Material For Areas of Child Development and Guidance, and Social and Family Relationships*, Carson City, No. 37, 1956.

Some Specific Tasks of the Teacher Aide

1. Supervise recess.
2. Prepare flashcards.
3. Help with independent reading.
4. Distribute materials.
5. Give safety tests.
6. Prepare and install decorations.
7. Get children ready for meals.
8. Prepare for and supervise rest periods.
9. Play with small groups.
10. Help teachers with clerical work.
11. Tell stories or read to pupils.
12. Make costumes.
13. Chaperone activities.
14. Conduct money-raising projects.
15. Supervise eating areas.
16. Make and repair toys for primary children.
17. Type and duplicate instructional materials.
18. Make audio and videotapes.
19. Supervise after-school activities.
20. Compile and maintain files of pictures, stories, etc.
21. Supervise clean-up chores.
22. Teach nursery rhymes.
23. Operate filmstrip projectors and other A-V equipment.
24. Help organize games.
25. Set up machines designed for individual work.
26. Help children use toys, games, or play equipment.
27. Tutor individual students.
28. Assist teacher on field trips.
29. Gather materials from outside sources.
30. Help with checking pupils' work.
31. Put prepared work on chalkboard.
32. Provide a nonthreatening relationship with a disturbed child.
33. Settle quarrels during play and help children learn to share.
34. Help serve food in lunchroom.
35. Assist children with coats, etc.
36. Assist the librarian.
37. Conduct drill sessions with flashcards, etc.
38. Comfort a child who is physically or psychologically hurt by aggressive peer.
39. List other tasks here:

How to Conduct the Conference Interview*

Prepare for the interview by reviewing the cumulative folder and by observing the child's behavior in a variety of situations.

Make the parent feel welcome and comfortable. A friendly working relationship is necessary if there are to be positive outcomes.

Be alert to and aware of differences in cultural background. Speak the parents' "language" but do not insult them; avoid talking "down" to them.

Be tactful. Many parents resent inquiry into what they consider their personal affairs. Sometimes parents are on the defensive and are overcritical of what may be innocent comments or questions.

Remember that, typically, parents want to know the facts, though they might not always want to admit them. "Glossing over" the facts probably develops very little insight on the part of parents; at the same time, do not be "brutal" in the realism with which facts are presented.

Indicate *genuine interest, sincerity* and a *professional demeanor* at all times.

Keep confidences shared with you by the child or the parents.

Try to place yourself in the parent's position. You then can better appreciate how he feels about what you are discussing.

Avoid comparisons with other children, particularly siblings.

Don't use educational "double talk". Some words, such as immature, aggressive, maladjusted and retarded, which are acceptable educational jargon, may have a different meaning for the parent.

Avoid dealing in generalities. Suggestions should be specific and to the point.

Don't lecture! Listen closely and sympathetically. Let the parents talk too!

Be aware of the fact that some parents will tend to be over-defensive of their children. On the other hand, there will be some who will "identify" with the teacher and will be hypercritical of their child in the hope of demonstrating to the teacher how "cooperative" they are.

Do not cover too many topics in one interview.

Don't extend the conference beyond the point of having covered the topics satisfactorily, even if the time is not all taken.

* Prepared by the Staff of Guidance and Counselor Training, Michigan State University

What Time Is It?

INTRODUCTION

At certain times during the prekindergarten day, our activity work or free play is interrupted for clean up, juice time, toilet time, story time, or something else we might want to do in two groups. These tasks fall fairly consistently in a comfortable time pattern. Verbal reminders or bells or chimes or a xylophone tune or a certain song on the piano is the stimulus given to indicate the change. The children know that one "time" is drawing to a close, and another "time" is starting.

OBJECTIVES

1. To promote in children an interest in time.
2. To begin them on the road to discovering that we have some consistent times for some things. (Recognition of time as related to activity.)
3. To promote cooperation in transition times.
4. To show that there is a relation between school and home in times to eat and rest and play . . . and yet some times are unique to school itself.

ACTIVITIES FOR DISCOVERY

1. The major activities are the songs, etc., around the time changes. The songs trigger the beginning of awareness.
2. Cardboard clock with pictures of activities is displayed and discussed.
3. A calendar is constructed consisting of pictures of weather for the day — showing time and seasons.
4. Successive pictures are shown of scheduled activities, including free play, in order of their daily sequence.
5. Children can dramatize each of the "times" as shown in the pictures.

6. The previous discovery is related as children are reminded that going-home-time is connected with dressing. Children who have not yet "done it by myself" are helped once again, and on each successive day. When they can dress themselves, the group is told and the teacher is especially full of praise for the attainments of the child. Children who "have accomplished" are kept accomplishing. Reinforcement will strengthen the skills of dressing.
7. Create a song entitled *I Can Zip and Button!* and connect this dramatically with the "time" concept.
8. Begin to work in numbers with stories such as *Over In The Meadow* or *Inch by Inch*.

FINGER PLAY FOR THE DAY

The clock (arm moving as pendulum, clucking tongue in time, tick-tock)

With a tick and a tock and a tick and a tock
The clock goes round all day (circle round)
It tells us when it's time to work (turn)
and when it's time to play.

BIBLIOGRAPHY

Songs — Games

1. Hickory, Dickory, Dock (see index)
2. "The Clocks", *Songs for the Nursery School*, Ibid.

Books

1. Langstaff, John, *Over in the Meadow*, Harcourt-Brace-World, N.Y., 1956
2. Lionni, Leo, *Inch by Inch*, Ivan Obolensky, N.Y., 1960
3. Moncure, Jane, *Penney's Day at Play School*, Lothrop-Lee and Shepard, 1955
4. Gleick, Ruth, *Time is When*, Rand-McNally, N.Y., 1960

* Prepared by the Staff of Guidance and Counselor Training, Michigan State University

I Can Do It Myself!

INTRODUCTION •

This is the conclusion of zipping and tying activities . . . but in this unit the child's progress is extended.

OBJECTIVES

1. To foster interest in dressing selves and gaining new independence.
2. To show how co-operation is often needed to achieve.
3. To give recognition to persistence as well as achievement.
4. To give recognition for achievement.
5. To foster self-confidence.
4. Helping a friend zip up or push on a boot. (Sometimes easier than doing own — and good practice.)
5. Practice on doll clothes that are easily taken on and off. Give baths to dolls. Buttons and zippers should be large and on fairly large dolls.
6. Bring an extra box of clothes to "zipper and button".
7. The students tell what they do to help at home.
8. They draw and dramatize *all* of the things they can do: sleep, eat, dress, comb hair, dry dishes, feed animals, weed plants, play games, and build big block houses.

PRIMARY ACTIVITY

The group all sits on small chairs after finding the outer clothing. They form small circles around teachers and begin putting on jackets or snowpants or boots by themselves. When she sees help is needed, the teacher is pleased to help — calling attention only to achievement and persistence, not failure. Everyone achieves a little and the student has discovered he can do it by himself.

ACTIVITIES FOR DISCOVERY

1. Music about zippers and clothes before snow suit time: "My Zipper Suit", Kindergarten Book, p. 7, Ginn & Co., Pitts-Watters-Glenn-Wersen.
2. Finger plays and pretend activities about putting your boots on.
3. Individual help at toilet time with buttons and zippers. Discuss how to push button or pull zipper — try with teacher's help.

FINGER PLAY FOR THE DAY

When my fingers wiggle (extend arms, wiggle fingers)

I cross them one by one (cross pointer and thumb)

Or tie a string, or zip a zipper (act out)

Or pull my shoe's long tongue (lean and pull)

Then I place them all together (place together)

And tell them they've had fun! (clap)

"Happiness," by A. A. Milne, can be easily substituted for this fingerplay.

BIBLIOGRAPHY

1. Cushman, Jean, *We Help Mommy*, Golden Press, N.Y., 1959
2. Krauss, Ruth, *The Growing Story*, Harper, N.Y., 1947
3. Milne, A. A., "Happiness," *The World of Christopher Robin*, E. P. Dutton and Co., 1958

* From *Prekindergarten Discoveries*, by James and Joan Hoffman. T.S. Denison and Co., Minneapolis, Minn.

I Try To Zip And Button And Tie

INTRODUCTION

Too much time is spent putting children together. Children can learn the self-supporting dressing activities early so they can gain in independence. Children also respond to the joys of being able to do things for and by themselves, so these time saving and motivation reasons are why we teach zippering, buttoning and tying. This is correlated with "I Can Do It Myself", a discovery unit that extends self-activities.

OBJECTIVES

1. Promote positive self-image with independence in dress.
2. Save time for purposeful activities.

ACTIVITIES FOR DISCOVERY

1. Get hold of a clothing dummy on which you place a coat. Have children first practice buttoning, then zipping. This activity takes a long time, as the fine muscles must develop. Some children will not gain this skill for some time.
2. Place a Playschool Tying Shoe in the room for incidental shoestring tying practice. Even a big rope will do.
3. No matter what the time of year, boots should be kept in the room to practice on. A set of activities built around firemen, where

they dress up in hats and coats and boots, that need zipping, fosters practice.

4. Discussion can be held around the different dress for different seasons.
5. Help children see how zipping and buttoning time comes at the conclusion of the day's activities.
6. Sing a song with appropriate large movements about "taking time", and not pushing the new learning of buttoning and zipping.

FINGER PLAY FOR THE DAY

My zipper suit is bunny brown (point)

The top zips up, the legs zip down (zip)

I wear it every day.

My daddy brought it out from town (walk)

Zip it up, zip it down (zip)

And then go out to play. (run)

BIBLIOGRAPHY

1. Clark, Kay, *All By Herself*, A Plakie Product, Youngstown, Ohio, 1950 (A booklet with zippers, buttons, and fasteners. Also: *All By Himself*)
2. Lenski, Lois, *Now It's Fall*, Oxford University Press, N.Y., 1948. There is a book for each season

* From *Prekindergarten Discoveries*, by James and Joan Hoffman. T.S. Denison and Co., Minneapolis, Minn.

Sample Curriculum Guide

A Suggested Outline According to Seasonal Units of Study For Preschool Yearly Program

Fall

- Orientation
- Traffic and Safety / The Policeman
- Seasonal Changes – Autumn
- Halloween
- Harvest Time / The Farm
- Indians / Thanksgiving

Winter

- Holiday Preparation / Our Gift Shop
- Clocks and Measuring / Telling Time
- Getting Ready for Winter
- Puppetry and Musical Instruments
- Valentine's Day / The Postman
- Lincoln's/Washington's Birthdays
- Brotherhood

Spring

- Weather Changes
- The Fireman
- Springtime Pets
- Holiday Preparation / Mother's Day
- The Circus
- Signs of Spring / Planting

Summer

- The Zoo
- The Park
- Father's Day
- The Seashore

RESUME

1. Personal background:

Name

Address

Telephone No.

2. Desired position:

3. Educational background and job-related courses:

4. Special skills:

5. Work experience:

CHILD CARE – STUDENT SKILL SUMMARY SHEET

HO 41--2a

(X indicates marking period when skill is expected to be acquired)

Skill	Exploratory	Marking Period									
		11th Year					12th Year				
		1	2	3	4	5	6	7	8	9	10
BABYSITTER:											
Feeds infant		x									
Clothes infant		x									
Bathes infant		x									
Supervises infant play period		x									
Supervises infant sleep period		x									
Recognizes symptoms of infant illness		x									
Feeds toddler and young child	x	x									
Clothes toddler and young child	x	x									
Bathes toddler and young child	x	x									
Supervises play period for young child	x	x									
Identifies basic needs of children from birth to 5 years		x									
Recognizes symptoms of early childhood diseases			x								
Practices safety procedures for young children	x		x								
Plans and prepares a nutritious diet for young children	x		x								
Plans and executes a variety of play experiences for young children	x		x								
Demonstrates knowledge of responsibilities and requirements for a babysitter.	x		x								

Date _____

Curriculum Committee _____

CHILD CARE - STUDENT SKILL SUMMARY SHEET

(X indicates marking period when skill is expected to be acquired)

Marking Period

Skill	Exploratory	11th Year					12th Year				
		1	2	3	4	5	6	7	8	9	10
NURSERY-SCHOOL-FACILITIES AIDE:				x							
Identifies characteristics of major philosophies found in early childhood programs											
Provides positive environment in classroom through use of play centers, bulletin board, and displays				x							
Plans and prepares food in quantity for preschoolers based on the Basic 4				x							
Performs necessary housekeeping skills involved with care of room				x							
Demonstrates knowledge of responsibilities of a nursery-school-facilities aide				x							

Date _____

Curriculum Committee

CHILD CARE - STUDENT SKILL SUMMARY SHEET

(X indicates marking period when skill is expected to be acquired)

Marking Period

11th Year

12th Year

Skill	Exploratory	1	2	3	4	5	6	7	8	9	10
NURSERY-SCHOOL TEACHER AIDE:					x						
Plans, prepares, and teaches a lesson					x						
Performs the following instructional tasks:					x						
a. Storytelling & fingerplays					x						
b. Operates AV equipment					x						
c. Collects supplementary materials at library					x						
d. Plans, prepares, and executes spirit copies					x						
e. Teaches a small instructional group					x						
f. Teaches manuscript writing skills					x						
g. Letters chart properly					x						
h. Plans and executes field trips					x						
Performs following clerical duties:						x					
a. Operates and cares for standard office equipment						x					
b. Performs class clerical duties such as attendance, grades, etc.						x					
c. Takes inventory						x					
d. Orders supplies						x					

Date _____

Curriculum Committee _____

CHILD CARE - STUDENT SKILL SUMMARY SHEET

(X indicates marking period when skill is expected to be acquired)

Marking Period

Skill	Exploratory	11th Year					12th Year				
		1	2	3	4	5	6	7	8	9	10
e. Prepares pupil profiles from											
cumulative records						x					
Supervises a variety of necessary duties:							x				
Observes and evaluates preschoolers							x				
Demonstrates knowledge of responsi-											
bilities and requirements of a nursery-											
school teacher aide							x				

Date _____

Curriculum Committee _____

CHILD CARE - STUDENT SKILL SUMMARY SHEET

(X indicates marking period when skill is expected to be acquired)

Marking Period

Skill	Exploratory	11th Year					12th Year				
		1	2	3	4	5	6	7	8	9	10
ASSISTANT GROUP TEACHER								x			
Plans activities for parents with school program.								x			
Plans and prepares teaching unit								x			
Plans and prepares a curriculum outline relating to a variety of teaching areas.									x		
Plans, prepares, and executes a total learning experience for a particular age group.										x	
Identifies characteristics of exceptional children and understands their basic needs										x	
Provides preschool career-awareness program											x
Demonstrates knowledge of responsibilities and requirements of Ass't. Group Teacher.											x

Date _____

Curriculum Committee

REFERENCES

Books

- Action Plays for Little Hands*. Minneapolis: T.S. Denison & Co., 1971.
- Ames, Louise Bates, *Child Care and Development*. New York: J. B. Lippincott Co., 1970
- Anderson, Paul S., *Storytelling with the Flannel Board*. Minneapolis: T.S. Denison Co., Inc., 1963.
- Batjer, Wilmot, *Food for the Family*. New York: J. B. Lippincott.
- Betty Crocker's New Boys and Girls Cookbook*. New York: Golden Press
- Beyer, Evelyn, *Teaching Young Children*. New York: Pegasus, 1968.
- Bonville, Thomas G., "Discipline is Not Something You Do to Somebody" *Early Years*, February, 1975.
- Child Care Aide*. Lubbock, Texas: Texas Tech. University School of Home Economics, 1969.
- Child Care and Development Manual*. Sheldon, Wisconsin: Home Economics Publishers, 1972.
- Croft, Doreen J. and Robert D. Hess, *An Activities Handbook for Teachers of Young Children*. Boston: Houghton Mifflin Co., 1972.
- Durkin, Dolores, *Teaching Them to Read*. Boston: Allyn and Bacon, Inc., 1971.
- Draper, Henry E. & Mary W. Draper, *Caring for Children*. Peoria, Ill. Chas. A. Bennett Co., Inc., 1975.
- Elles, Mary Jackson, *Fingerplay Approach to Dramatization*. Minneapolis: T. S. Denison & Co., Inc., 1971.
- Engel, Rose C., *Language Motivating Experiences for Young Children*. Van Nuys, California: DFA Publishers, Inc., 1968.
- Exploring Careers in Child Care*. Cincinnati Public Schools. Bloomington, Ill.: McKnight Publishing Co., 1974
- Fast, Julius, *Body Language*. New York: M. Evans and Company, Inc., 1970.
- Foster, Florence P. *Adventures in Cooking*. New York: New Jersey Association for the Education of Young Children, 1971.
- Frailberg, Selma, *The Magic Years*. New York: Charles Scribner's Sons.
- Gesell, Arnold, Frances L. Ilg, and Louise Bates Ames, *Infant and Child in the Culture of Today*. New York: Harper & Row Publishers, 1974.

- Green, Marjorie M. and Elizabeth Woods, *A Nursery School Handbook for Teachers and Parents*. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1966.
- Hawes, Virgil, *Individualization of Instruction*. London: The Macmillan Co., 1971.
- Hoffman, James and Hoffman, Joan *PreKindergarten Discoveries*. Minneapolis: T. S. Denison and Co.
- Homemaking Education: Resource Materials for the Playschool*. New Brunswick, New Jersey: Vocational Technical Curriculum Laboratory, Rutgers - The State University, 1965.
- Hoover, F. Louis, *Art Activities for the Very Young*. Worcester, Mass: Davis Publications, Inc., 1961.
- Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division, McGraw Hill Book Co., 1970.
- Hymes, James L., Jr., *Effective Home-School Relations*. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1953.
- Leeper, Sarah Lou, *Good Schools for Young Children*. New York: The Macmillan Co., 1967.
- McSpadden, Lucia Ann. *Developmental Curriculum: A Total Approach*. Washington, D.C.: The Day Care and Child Development Council of America.
- Miller, Richard L. and Margaret Gerckens, *Developmental Skills for Early Childhood*. Minneapolis: T. S. Denison Co.
- Olsen, James *Your Job and Your Future*. New York: McGraw-Hill, 1968.
- Pitcher, Lasher, Fienburg, and Braun, *Helping Young Children Learn*. Columbus, Ohio: Charles E. Merrill Co., 1974.
- Read, Katherine, *The Nursery School, A Human Relationship Laboratory*. Philadelphia, Penn.: W. B. Saunders Company, 1966.
- Shuey, Rebekah M. et al, *Learning About Children*. New York: J. B. Lippincott Co., 1964.
- Standard First Aid and Personal Safety*. American Red Cross. Garden City, N. Y.: Doubleday & Co., 1973.
- Stanford, Gene and Albert E. Roark, *Human Interaction in Education*. Boston: Allyn and Bacon, Inc., 1974.
- Taylor, Barbara J. *A Child Goes Forth*. Provo, Utah: Brigham Young University Press, 1973.

Pamphlets

Developmental Curriculum. Washington, D.C.: Day Care and Child Development Council of America, 1973.

Ig A, B. Haller, *First Aid.* (A Johnson and Johnson programed workbook) New York: Instructional Materials Laboratories, Inc., 200 Madison Ave.

Kendall, Lloyd, *Bulletin Boards for the Classroom.* New York: The Instructor (Publication) 1974.

A Manual for the Beginning Worker in a Day Care Nursery. New York, N. Y.: Child Welfare League of America, New York, N.Y.

McIntosh, Edna Mae, *Sitting Safely.* Fremont, Michigan: Gerber Products Company.

Magazines

Early Years

The Instructor

Young Child

Audio Cassette tapes

All tapes mentioned are part of the "Home Economics Tape Library," last for 15 minutes, and are available from:

Classroom World Productions, Inc.

c/o Educational Reading Service

320 Route 17, Mahwah, New Jersey 07430

Records

Hap Palmer Albums available from

Educational Activities, Inc.

Freeport, New Jersey

Films

"Birth to First Two Weeks" Film showing birth of child and development during first 2 weeks. 22 min. color.

National Planned Parenthood Assn., N.Y. 10006

"Finding the Right Job."

Audio-Visual Center, Indiana University

Bloomington, Ind. 47401

"Futureshock" — Effects of our rapid industrial development on our society. Based on best seller of same name. 42 min. Color.

McGraw Hill Film Division
1221 Avenue of the Americas
New York, N.Y. 10020

"Helping the Child to Accept the Do's"

"Helping the Child to Accept the Don'ts"

Head Start Child Development Program Films
Department of Health, Education, and Welfare,
Washington, D. C.

"The Lottery." Tradition of a small town's annual lottery is shown. 18 min. Color.

Encyclopedia Britannica Films
425 N. Michigan
Chicago, Ill. 00611

"Peige" Family thoughts & concerns about placing a grandmother in a rest home. 28 min. Color

Phoenix
470 Park Avenue
New York, N.Y. 10006

Filmstrips

"The Child Point of View". Parents Magazine Films, Inc., 80 New Bridge Rd., Bergenfield, N.J. 07621

"Everyday Problems of Young Children." Parents Magazine Films, Inc., Bergenfield, N. J. 07621

"First Aid." Instructional Materials Laboratories, Inc., 200 Madison Ave., New York, N. Y. 10016

"Getting and Keeping Your First Job," Parts 1 and 2. Guidance Associates, Pleasantville, N. Y. 10570

"A Growing Story." Kraft Foods Educational Dept., P. B. Box 1163, Chicago, Ill., 60690

"How an Average Child Behaves." Parent's Magazine Films, Inc., Bergenfield, New Jersey 07621

"How to Apply for a Job." Aware Record and Film Co., 1000 East Colorado Blvd. Pasadena, Cal. 91101

"Learning Problems." Parents Magazine Films, Inc., Bergenfield, N.J. 07621

"Play & Self-Expression." Parents Magazine Films, Inc., Bergenfield, N. J. 07621

"Preparing the Child for Learning." Parents Magazine Films, Inc., Bergenfield, N. J. 07621

"Quality Child Care." Day Care & Child Development Council of America, Washington, D. C. 20005.